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ABSTRACT

In August 1972, Kirkwood Community College began a research project to: (1) ascertain population and enrollment trends by various age groups for each of Iowa's 15 school areas and for the State as a whole; (2) ascertain potential enrollment by categories of students; (3) develop awareness of the relation of population and enrollment changes to manpower needs, student interests, facility needs, and program offerings; (4) ascertain trends for post high school education and their relation to school enrollments; and (5) provide a basis for annual or biennial updating of enrollment projections for area schools. Data sources were the Iowa Department of Health, United States government documents, the Iowa Department of Public Instruction, and others. The compiled data pertinent to each area's K-12 enrollment patterns were discussed with area administrators. Additional data were collected from students in each area school in the arts and sciences and in vocational-technical education. The report reflects a synthesis compiled in September 1973 and revised in February 1975. Collection instruments and bibliography are appended. (Author/MF)

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POPULATION/ENROLLMENT TRENDS IN IOWA AND IMPLICATIONS FOR IOWA'S AREA SCHOOLS

Project 2104

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CHAPTER I

INTRODUCTION

From the time the Iowa area schools began operation in 1966, until 1969, a substantial yearly increase in total state enrollment was experienced by the schools. Between 1969 and 1972 the enrollment increase was arrested, and in some institutions, and in some divisions of other institutions, enrollment, in fact, declined.

As recently as 1971, the Midwest Research Institute conducted an enrollment study under the sponsorship of the Higher Education Facilities Commission of Iowa. The Commission predicted a 175% enrollment increase from 1971 to 1980 in arts and sciences education for Iowa community colleges. For the fall of 1972 they predicted a total enrollment of 27,544; however, the actual enrollment was more than 4,000 less . . . 23,529. Similar enrollment declines were experienced by other institutions of higher education in the State of Iowa and in the nation in 1971 and 1972.

In 1972 nearly 97% of the students in Iowa's area schools were Iowa residents. Therefore, the trends that exist in the population of the State of Iowa and in the Iowa elementary-secondary school enrollment have a direct bearing on the potential enrollment of the area colleges.

In August, 1972, Kirkwood Community College was funded by the Iowa State Department of Public Instruction to conduct a project entitled "Population/Enrollment Trends in Iowa and Their Implications for Iowa's Area Schools". The objectives of this project were to:

1. Ascertain population and enrollment trends by various age groups for each of Iowa's fifteen merged areas and for the state as a whole.
2. Ascertain potential enrollments, from school districts within each area, by categories such as the handicapped, high school drop-outs, veterans, and others.
3. Develop awareness of the relationship of population and enrollment changes to manpower needs, student interests, facilities needs, and program offerings.
4. Ascertain trends for post-high school education by school district, county school system, area, and state, and the relationship of these trends to enrollment in area schools.
5. Provide a basis for annual or biennial updating of enrollment projections for area schools.

The preliminary work on the project involved collecting, quantifying and objectifying various data pertinent to the study. Sources of the raw data were the Iowa Department of Health, United States Government documents, the State Department of Public Instruction, and others. This information was published in the form of charts and graphs pertinent to each area's past and future growth patterns in terms of K-12 enrollment, area school enrollment, and demographic tendencies. This information was distributed to the upper level administrators (in all but two cases the Area Superintendent was present) through the medium of a personal visit by the Project Director, in some cases accompanied by the Project Research Specialist. The implications of these preliminary findings were discussed at the time of this initial visit.

At this first meeting the area administrators responded to a standardized interview (Appendix A). Their comments were recorded verbatim, either on audio-tape or in shorthand.

These notes became the basis for an analysis of the unique characteristics of each area which appear throughout this report. The analysis indicated factors seen as encouraging enrollment from the area, as well as factors which appeared to discourage enrollment, suggestions for positive action to overcome these negative factors, and innovative ideas contributed through interviews with other area schools.

Another source of data was the Student Information Questionnaire (Appendix B). The questionnaire was administered at each area school to students enrolled in credit courses in Arts and Sciences and Career Education. The information from these questionnaires was subsequently keypunched by the Department of Public Instruction, forwarded to Kirkwood, computer-processed, and bound, for each area school. The final package was delivered to the area school at the time of the initial interview, and its implications and notable characteristics were explained and discussed. After corrections were made in the student data the questionnaire information was again processed, primarily with programs available through the Statistical Package for the Social Sciences (SPSS).

Extensive research was conducted on the availability, accuracy and data needs of enrollment projection models and methodology, as well as experimental research indicating direction and degrees of influence of various demographic and socio-economic factors influencing enrollment, and suggested innovations designed to increase area college enrollments. This research included a search of the ERIC system, resources of the U.S. Bureau of the Census, published books, projections development by universities, and other sources. Meetings were held with persons known to be working on similar problems in the area, to share information and to determine additional resources which were available.

This report reflects a synthesis of data pertinent to the objectives of the project. It is hoped that it will be helpful to area college administrators in understanding population and enrollment trends in their own area, . and that it will provide a means whereby area school enrollments might be projected.

It should be noted that data and projections are limited to enrollments in Arts and Sciences and Vocational Technical education, and do not attempt to deal with Adult Education.

CHAPTER II

SUMMARY OF ENROLLMENT AND POPULATION TRENDS

Several tables and graphs are used in this chapter to display enrollment and population characteristics and trends existing in Area I, and in the State of Iowa, when available. The data were compiled from various sources, primarily the Iowa State Department of Public Instruction, the Iowa Department of Health, personnel from Area I, the students at Area I, the United States Bureau of the Census, and the Iowa Development Commission. Other resources were utilized to a limited extent.

The findings are divided basically into five categories:

A) Enrollment data and trends, Grades K-12.

B) Follow-up of high school graduates.

C) Enrollment trends in the area school.

D) Population/Census data and trends.

E) Student Characteristics

A. Enrollment Data and Trends, Grades K-12

The data in Figure A depict the total enrollment, both of public and private school students in grades K-12 within the boundaries of Area I. Each of the silhouettes represents two hundred students. The top row of figures represents the number of persons enrolled in grade twelve in the fall of 1972, as reported by the school districts that comprise Area I. The second row shows the number of eleventh graders enrolled in the fall of 1972, and so on. There were 4278 students in twelfth grade, 4551 in eleventh grade, continuing to 4160 students in kindergarten.

Figure A displays graphically that the peak enrollment in Area I was eighth grade in 1972 (the class of 1977) with 5412 students in public and private schools. The number of graduating students will increase at a fairly steady rate from the 1973 class until the class of 1977. At that time enrollment will begin to decline, at first gradually, then quite markedly, especially in the graduating classes of 1981 through 1985. Any projected enrollment of students beyond kindergarten is subject to error, but school census, birthrate, and U.S. Census data as will be discussed later in this report, substantiate the prediction that the downward trend will continue into the foreseeable future.

Figure B displays, on a highly stylized map of Area I, the public school enrollments for selected grades in the area in 1972. The enrollments shown include grade twelve (the left column), grade one (the right column), and the peak enrollment grade (the middle column), for each school district. In most school districts in the state, the peak enrollment was in grade six, seven or eight in 1972, and this figure reflects one of those three grades for each school district.

CHAPTER II

SUMMARY OF ENROLLMENT AND POPULATION TRENDS

Several tables and graphs are used in this chapter to display enrollment and population characteristics and trends existing in Area II and in the State of Iowa, when available. The data were compiled from various sources, primarily the Iowa State Department of Public Instruction, the Iowa Department of Health, personnel from Area II, the students at Area II, the United States Bureau of the Census, and the Iowa Development Commission. Other resources were utilized to a limited extent.

The findings are divided basically into five categories:

A) Enrollment data and trends, Grades K-12.

B) Follow-up of high school graduates.

C) Enrollment trends in the area school.

D) Population/Census data and trends.

E) Student Characteristics

A. Enrollment Data and Trends, Grades K-12

The data in Figure A depict the total enrollment, both of public and private school students, in grades K-12 within the boundaries of Area II. Each of the silhouettes represents 200 students. The top row of figures represents the number of persons enrolled in grade twelve in the fall of 1972, as reported by the school districts that comprise Area II. The second row shows the number of eleventh graders enrolled in the fall of 1972, and so on. There were 2635 students in twelfth grade, 2651 in eleventh grade, continuing to 1984 students in kindergarten.

Figure A displays graphically that the peak enrollment in Area II was eighth grade in 1972 (the class of 1977) with 2758 students in public and private schools. The number of graduating students will increase at a rate of 4.7% per year from the 1973 class through the class of 1977. At that time enrollment will begin to decline in the graduating classes of 1978 through 1985. Any projected enrollment of students beyond kindergarten is subject to error, but school census, birthrate, and U.S. Census data as will be discussed later in this report, substantiate the prediction that the downward trend will continue into the foreseeable future.

Figure B displays, on a highly stylized map of Area II, the public school enrollments for selected grades in the area in 1972. The enrollments shown include grade twelve (the left column), grade one (the right column), and the peak enrollment grade (the middle column), for each school district. In most school districts in the state, the peak enrollment was in grade six, seven or eight in 1972, and this figure reflects one of those three grades for each school district.

CHAPTER II

SUMMARY OF ENROLLMENT AND POPULATION TRENDS

Several tables and graphs are used in this chapter to display enrollment and population characteristics and trends existing in Area III and in the State of Iowa, when available. The data were compiled from various sources, primarily the Iowa State Department of Public Instruction, the Iowa Department of Health personnel from Area III, the students at Area III, the United States Bureau of the Census, and the Iowa Development Commission. Other resources were utilized to a limited extent.

The findings are divided basically into five categories:

A) Enrollment data and trends, Grades K-12.

B) Follow-up of high school graduates.

C) Enrollment trends in the area school.

D) Population/Census data and trends.

E) Student Characteristics.

A. Enrollment Data and Trends, Grades K-12

The data in Figure A depict the total enrollment, both of public and private school students, in grades K-12 within the boundaries of Area III. Each of the silhouettes represents 200 students. The top row of figures represents the number of persons enrolled in grade twelve in the fall of 1972, as reported by the school districts that comprise Area III. The second row shows the number of eleventh graders enrolled in the fall of 1972, and so on. There were 1692 students in twelfth grade, 1668 in eleventh grade, continuing to 1288 students in kindergarten.

Figure A displays graphically that the peak enrollment in Area III was seventh grade in 1972 (the class of 1978) with 1785 students in public and private schools. The number of graduating students will be maintained from the 1973 class through the class of 1978. At that time enrollment will begin to decline, at first gradually, then quite markedly, especially in the graduating classes of 1984 and 1985. Any projected enrollment of students beyond kindergarten is subject to error, but school census, birthrate, and U.S. Census data as will be discussed later in this report, substantiate and prediction that the downward trend will continue into the foreseeable future.

Figure B displays, on a highly stylized map of Area III, the public school enrollments for selected grades in the area in 1972. The enrollments shown include grade twelve (the left column), grade one (the right column), and the peak enrollment grade (the middle column), for each school district. In most school districts in the state, the peak enrollment was in grade six, seven or eight in 1972, and this figure reflects one of those three grades for each school district.

CHAPTER II

SUMMARY OF ENROLLMENT AND POPULATION TRENDS

Several tables and graphs are used in this chapter to display enrollment and population characteristics and trends existing in Area IV and in the State of Iowa, when available. The data were compiled from various sources, primarily the Iowa State Department of Public Instruction, the Iowa Department of Health, personnel from Area IV, the students at Area IV, the United States Bureau of the Census, and the Iowa Development Commission. Other resources were utilized to a limited extent.

The findings are divided basically into five categories:

A) Enrollment data and trends, Grades K-12.

B) Follow-up of high school graduates.

C) Enrollment trends in the area school.

D) Population/Census data and trends.

E) Student Characteristics.

A. Enrollment Data and Trends, Grades K-12

The data in Figure A depict the total enrollment, both of public and private school students, in grades K-12 within the boundaries of Area IV. Each of the silhouettes represents 200 students. The top row of figures represents the number of persons enrolled in grade twelve in the fall of 1972, as reported by the school districts that comprise Area IV. The second row shows the number of eleventh graders enrolled in the fall of 1972, and so on. There were 1494 students in twelfth grade, 1512 in eleventh grade, continuing to 1110 students in kindergarten.

Figure A displays graphically that the peak enrollment in Area IV was seventh grade in 1972 (the class of 1978) with 1597 students in public and private schools. The number of graduating students will be at about the same level from the 1973 class through the class of 1978. At that time enrollment will begin to decline, at first gradually, then quite markedly, especially in the graduating classes of 1984 and 1985. Any projected enrollment of students beyond kindergarten is subject to error, but school census, birthrate, and U.S. Census data as will be discussed later in this report, substantiate the prediction that the downward trend will continue into the foreseeable future.

Figure B displays, on a highly stylized map of Area IV, the public school enrollments for selected grades in the area in 1972. The enrollments shown include grade twelve (the left column), grade one (the right column), and the peak enrollment grade (the middle column), for each school district. In most school districts in the state, the peak enrollment was in grade six, seven or eight in 1972, and this figure reflects one of those three grades for each school district.

CHAPTER II

SUMMARY OF ENROLLMENT AND POPULATION TRENDS

Several tables and graphs are used in this chapter to display enrollment and population characteristics and trends existing in Area V and in the State of Iowa, when available. The data were compiled from various sources, primarily the Iowa State Department of Public Instruction, the Iowa Department of Health, personnel from Area V, the students at Area V, the United States Bureau of the Census, and the Iowa Development Commission. Other resources were utilized to a limited extent.

The findings are divided basically into five categories:

A) Enrollment data and trends, Grades K-12.

B) Follow-up of high school graduates.

C) Enrollment trends in the area school.

D) Population/Census data and trends.

E) Student Characteristics.

A. Enrollment Data and Trends, Grades K-12

The data in Figure A depict the total enrollment, both of public and private school students, in grades K-12 within the boundaries of Area V. Each of the silhouettes represents 200 students. The top row of figures represents the number of persons enrolled in grade twelve in the fall of 1972, as reported by the school districts that comprise Area V. The second row shows the number of eleventh graders enrolled in the fall of 1972, and so on. There were 3268 students in twelfth grade, 3430 in eleventh grade, continuing to 2521 students in kindergarten.

Figure A displays graphically that the peak enrollment in Area V was eighth grade in 1972 (the class of 1977) with 3586 students in public and private schools. The number of graduating students will increase at a sporadic rate from the 1973 class through the class of 1977. At that time enrollment will begin to decline, at first gradually, then quite markedly, especially in the graduating classes of 1983 through 1985. Any projected enrollment of students beyond kindergarten is subject to error, but school census, birthrate, and U.S. Census data as will be discussed later in this report, substantiate the prediction that the downward trend will continue into the foreseeable future.

Figure B displays, on a highly stylized map of Area V, the public school enrollments for selected grades in the area in 1972. The enrollments shown include grade twelve (the left column), grade one (the right column), and the peak enrollment grade (the middle column), for each school district. In most school districts in the state the peak enrollment was in grade six, seven or eight in 1972, and this figure reflects one of those three grades for each school district.

CHAPTER II

SUMMARY OF ENROLLMENT AND POPULATION TRENDS

Several tables and graphs are used in this chapter to display enrollment and population characteristics and trends existing in Area VI and in the State of Iowa, when available. The data were compiled from various sources, primarily the Iowa State Department of Public Instruction, the Iowa Department of Health, personnel from Area VI, the students at Area VI, the United States Bureau of the Census, and the Iowa Development Commission. Other resources were utilized to a limited extent.

The findings are divided basically into five categories:

A) Enrollment data and trends, Grades K-12.

B) Follow-up of high school graduates.

C) Enrollment trends in the area school.

D) Population/Census data and trends.

E) Student Characteristics

A. Enrollment Data and Trends, Grades K-12

The data in Figure A depict the total enrollment, both of public and private school students, in grades K-12 within the boundaries of Area VI. Each of the silhouettes represents 200 students. The top row of figures represents the number of persons enrolled in grade twelve in the fall of 1972, as reported by the school districts that comprise Area VI. The second row shows the number of eleventh graders enrolled in the fall of 1972, and so on. There were 1766 students in twelfth grade, 1742 in eleventh grade, continuing to 1710 students in kindergarten.

Figure A displays graphically that the peak enrollment in Area VI was sixth grade in 1972 (the class of 1979) with 1992 students in public and private schools. The number of graduating students will increase at a gradual rate from the 1973 class through the class of 1979. At that time enrollment will begin to decline. Any projected enrollment of students beyond kindergarten is subject to error, but school census, birthrate, and U.S. Census data as will be discussed later in this report, substantiate the prediction that the downward trend will continue into the foreseeable future.

Figure B displays, on a highly stylized map of Area VI, the public school enrollments for selected grades in the area in 1972. The enrollments shown include grade twelve (the left column), grade one (the right column) and the peak enrollment grade (the middle column), for each school district. In most school districts in the state, the peak enrollment was in grade six, seven or eight in 1972, and this figure reflects one of those three grades for each school district.

CHAPTER II

SUMMARY OF ENROLLMENT AND POPULATION TRENDS

Several tables and graphs are used in this chapter to display enrollment and population characteristics and trends existing in Area VII and in the State of Iowa, when available. The data were compiled from various sources, primarily the Iowa State Department of Public Instruction, the Iowa Department of Health, personnel from Area VII, the students at Area VII the United States Bureau of the Census, and the Iowa Development Commission. Other resources were utilized to a limited extent.

The findings are divided basically into five categories:

A) Enrollment data and trends, Grades K-12

B) Follow-up of high school graduates

C) Enrollment trends in the area school.

D) Population/Census data and trends.

E) Student Characteristics.

A. Enrollment Data and Trends, Grades K-12

The data in Figure A depict the total enrollment, both of public and private school students, in grades K-12 within the boundaries of Area VII. Each of the silhouettes represents 200 students. The top row of figures represents the number of persons enrolled in grade twelve in the fall of 1972, as reported by the school districts that comprise Area VII. The second row shows the number of eleventh graders enrolled in the fall of 1972, and so on. There were 3755 students in twelfth grade, 3856 in eleventh grade, continuing to 3690 students in kindergarten.

Figure A displays graphically that the peak enrollment in Area VII was fifth grade in 1972 (the class of 1980) with 4377 students in public and private schools. The number of graduating students should increase at a steady rate from the 1973 class through the class of 1980. At that time enrollment will begin to decline, especially in the graduating classes of 1983 through 1985. Any projected enrollment of students beyond kindergarten is subject to error, but school census, birthrate, and U.S. Census data as will be discussed later in this report, substantiate the prediction that the downward trend will continue into the foreseeable future.

Figure B displays, on a highly stylized map of Area VII, the public school enrollments for selected grades in the area in 1972. The enrollments shown include grade twelve (the left column), grade one (the right column), and the peak enrollment grade (the middle column), for each school district. In most school districts in the state, the peak enrollment was in grade six, seven or eight in 1972, and this figure reflects one of those three grades for each school district.

CHAPTER II

SUMMARY OF ENROLLMENT AND POPULATION TRENDS

Several tables and graphs are used in this chapter to display enrollment and population characteristics and trends existing in Area IX and in the State of Iowa, when available. The data were compiled from various sources, primarily the Iowa State Department of Public Instruction, the Iowa Department of Health, personnel from Area IX, the students at the Eastern Iowa Community College District, the United States Bureau of the Census, and the Iowa Development Commission. Other resources were utilized to a limited extent.

The findings are divided basically into five categories:

A) Enrollment data and trends, Grades K-12.

B) Follow-up of high school graduates.

C) Enrollment trends in the area school.

D) Population/Census data and trends.

E) Student Characteristics.

A. Enrollment Data and Trends, Grades K-12

The data in Figure A depict the total enrollment, both of public and private school students, in grades K-12 within the boundaries of Area IX. Each of the silhouettes represents 200 students. The top row of figures represents the number of persons enrolled in grade twelve in the fall of 1972, as reported by the school districts that comprise Area IX. The second row shows the number of eleventh graders enrolled in the fall of 1972, and so on. There were 4,565 students in twelfth grade, 4,894 in eleventh grade, continuing to 5,136 students in kindergarten.

Figure A displays graphically that the peak enrollment in Area IX was sixth grade in 1972 (the class of 1979) with 5,929 students in public and private schools. The number of graduating students will increase at a steady rate from the 1973 class through the class of 1979. At that time enrollment will begin to decline and continue to do so until the class of 1985. Any projected enrollment of students beyond kindergarten is subject to error, but school census, birthrate, and U.S. Census data as will be discussed later in this report, substantiate the prediction that the downward trend will continue into the foreseeable future.

Figure B displays, on a highly stylized map of Area IX, the public school enrollments for selected grades in the area in 1972. The enrollments shown include grade twelve (the left column), grade one (the right column), and the peak enrollment grade (the middle column), for each school district. In most school districts in the state, the peak enrollment was in grade six, seven or eight in 1972, and this figure reflects one of those three grades for each school district.

CHAPTER II

SUMMARY OF ENROLLMENT AND POPULATION TRENDS

Several tables and graphs are used in this chapter to display enrollment and population characteristics and trends existing in Area X and in the State of Iowa, when available. The data were compiled from various sources, primarily the Iowa State Department of Public Instruction, the Iowa Department of Health, personnel from Area X, the students at Area X, the United States Bureau of the Census, and the Iowa Development Commission. Other resources were utilized to a limited extent.

The findings are divided basically into five categories:

A) Enrollment data and trends, Grades K-12.

B) Follow-up of high school graduates.

C) Enrollment trends in the area school.

D) Population/Census data and trends.

E) Student Characteristics

A. Enrollment Data and Trends, Grades K-12

The data in Figure A depict the total enrollment, both of public and private school students, in grades K-12 within the boundaries of Area X. Each of the silhouettes represents 400 students. The top row of figures represents the number of persons enrolled in grade twelve in the fall of 1972, as reported by the school districts that comprise Area X. The second row shows the number of eleventh graders enrolled in the fall of 1972, and so on. There were 5242 students in twelfth grade, 5604 in eleventh grade, continuing to 5697 students in kindergarten.

Figure A displays graphically that the peak enrollment in Area X was seventh grade in 1972 (the class of 1978) with 6618 students in public and private schools. The number of graduating students will increase at a steady rate from the 1973 class through the class of 1978. At that time enrollment will begin to decline, at first gradually, then quite markedly, especially in the graduating classes of 1983 through 1985. Any projected enrollment of students beyond kindergarten is subject to error, but school census, birthrate, and U.S. Census data as will be discussed later in this report, substantiate the prediction that the downward trend will continue into the foreseeable future.

Figure B displays, on a highly stylized map of Area X, the public school enrollments for selected grades in the area in 1972. The enrollments shown include grade twelve (the left column), grade one (the right column), and the peak enrollment grade (the middle column), for each school district. In most school districts in the state, the peak enrollment was in grade six, seven or eight in 1972, and this figure reflects one of those three grades for each school district.

CHAPTER II

SUMMARY OF ENROLLMENT AND POPULATION TRENDS

Several tables and graphs are used in this chapter to display enrollment and population characteristics and trends existing in Area XI and in the State of Iowa, when available. The data were compiled from various sources, primarily the Iowa State Department of Public Instruction, the Iowa Department of Health, personnel from Area XI, the students at Des Moines Area Community College, the United States Bureau of the Census, and the Iowa Development Commission. Other resources were utilized to a limited extent.

The findings are divided basically into five categories:

A) Enrollment data and trends, Grades K-12.

B) Follow-up of high school graduates.

C) Enrollment trends in the area school.

D) Population/Census data and trends.

E) Student Characteristics

A. Enrollment Data and Trends, Grades K-12

The data in Figure A depict the total enrollment, both of public and private school students, in grades K-12 within the boundaries of Area XI. Each of the silhouettes represents 400 students. The top row of figures represents the number of persons enrolled in grade twelve in the fall of 1972, as reported by the school districts that comprise Area XI. The second row shows the number of eleventh graders enrolled in the fall of 1972, and so on. There were 9,162 students in twelfth grade, 9,887 in eleventh grade, continuing to 9,268 students in kindergarten.

Figure A displays graphically that the peak enrollment in Area XI was seventh grade in 1972 (the class of 1978) with 11,117 students in public and private schools. The number of graduating students will increase at a steady rate from the 1973 class through the class of 1978. At that time enrollment will begin to decline, at first gradually, then quite markedly, especially in the graduating classes of 1983 through 1985. Any projected enrollment of students beyond kindergarten is subject to error, but school census, birthrate, and U.S. Census data as will be discussed later in this report, substantiate the prediction that the downward trend will continue into the foreseeable future.

Figure B displays, on a highly stylized map of Area XI, the public school enrollments for selected grades in the area in 1972. The enrollments shown include grade twelve (the left column), grade one (the right column), and the peak enrollment grade (the middle column), for each school district. In most school districts in the state, the peak enrollment was in grade six, seven or eight in 1972, and this figure reflects one of those three grades for each school district.

CHAPTER II

SUMMARY OF ENROLLMENT AND POPULATION TRENDS

Several tables and graphs are used in this chapter to display enrollment and population characteristics and trends existing in Area XII and in the State of Iowa, when available. The data were compiled from various sources, primarily the Iowa State Department of Public Instruction, the Iowa Department of Health, personnel from Area XII,the students at Area XII, the United States Bureau of the Census, and the Iowa Development Commission. Other resources were utilized to a limited extent.

The findings are divided basically into five categories;

A) Enrollment data and trends, Grades K-12.

B) Follow-up of high school graduates.

C) Enrollment trends in the area school.

D) Population/Census data and trends.

E) Student Characteristics

A. Enrollment Data and Trends, Grades K-12

The data in Figure A depict the total enrollment, both of public and private school students, in grades K-12 within the boundaries of Area XII. Each of the silhouettes represents 200 students. The top row of figures represents the number of persons enrolled in grade twelve in the fall of 1972, as reported by the school districts that comprise Area XII. The second row shows the number of eleventh graders enrolled in the fall of 1972,and so on. There were 3296 students in twelfth grade, 3501 in eleventh grade, continuing to 2839 students in kindergarten.

Figure A displays graphically that the peak enrollment in Area XII was sixth grade in 1972 (the class of 1979) with 3867 students in public and private schools. The number of graduating students will increase at a fairly steady rate from the 1973 class through the class of 1979. At that time enrollment will begin to decline, at first gradually, then quite markedly, especially in the graduating classes of 1983 through 1985. Any projected enrollment of students beyond kindergarten is subject to error, but school census, birthrate, and U.S. Census data as will be discussed later in this report, substantiate the prediction that the downward trend will continue into the foreseeable future.

Figure B displays, on a highly stylized map of Area XII, the public school enrollments for selected grades in the area in 1972. The enrollments shown include grade twelve (the left column), grade one (the right column), and the peak enrollment grade (the middle column), for each school district. In most school districts in the state, the peak enrollment was in grade six, seven or eight in 1972, and this figure reflects one of those three grades for each school district.

CHAPTER II

SUMMARY OF ENROLLMENT AND POPULATION TRENDS

Several tables and graphs are used in this chapter to display enrollment and population characteristics and trends existing in Area XIII and in the State of Iowa, when available. The data were compiled from various sources, primarily the Iowa State Department of Public Instruction, the Iowa Department of Health, personnel from Area XIII, the students at Area XIII, the United States Bureau of the Census, and the Iowa Development Commission. Other resources were utilized to a limited extent.

The findings are divided basically into five categories:

A) Enrollment data and trends, Grades K-12.

B) Follow-up of high school graduates.

C) Enrollment trends in the area school.

D) Population/Census data and trends.

E) Student Characteristics

A. Enrollment Data and Trends, Grades K-12

The data in Figure A depict the total enrollment, both of public and private school students, in grades K-12 within the boundaries of Area XIII. Each of the silhouettes represents 200 students. The top row of figures represents the number of persons enrolled in grade twelve in the fall of 1972, as reported by the school districts that comprise Area XIII. The second row shows the number of eleventh graders enrolled in the fall of 1972, and so on. There were 3142 students in twelfth grade, 3296 in eleventh grade, continuing to 2849 students in kindergarten.

Figure A displays graphically that the peak enrollment in Area XIII was sixth grade in 1972 (the class of 1979) with 3847 students in public and private schools. The number of graduating students will increase from the 1973 class through the class of 1979. At that time enrollment will begin to decline, quite markedly, especially in the graduating classes of 1983 through 1985. Any projected enrollment of students beyond kindergarten is subject to error, but school census, birthrate, and U.S. Census data as will be discussed later in this report, substantiate the prediction that the downward trend will continue into the foreseeable future.

Figure B displays, on a highly stylized map of Area XIII, the public school enrollments for selected grades in the area in 1972. The enrollments shown include grade twelve (the left column), grade one (the right column), and the peak enrollment grade (the middle column), for each school district. In most school districts in the state, the peak enrollment was in grade six, seven or eight in 1972, and this figure reflects one of those three grades for each school district.

CHAPTER II

SUMMARY OF ENROLLMENT AND POPULATION TRENDS

Several tables and graphs are used in this chapter to display enrollment and population characteristics and trends existing in Area XIV and in the State of Iowa, when available. The data were compiled from various sources, primarily the Iowa State Department of Public Instruction, the Iowa Department of Health, personnel from Area XIV, the students at Area XIV, the United States Bureau of the Census, and the Iowa Development Commission. Other resources were utilized to a limited extent.

The findings are divided basically into five categories:

A) Enrollment data and trends, Grades K-12.

B) Follow-up of high school graduates.

C) Enrollment Trends in the area school.

D) Population/Census data and trends.

E) Student Characteristics

A. Enrollment Data and Trends, Grades K-12

The data in Figure A depict the total enrollment, both of public and private school students, in grades K-12 within the boundaries of Area XIV. Each of the silhouettes represents 200 students. The top row of figures represents the number of persons enrolled in grade twelve in the fall of 1972, as reported by the school districts that comprise Area XIV. The second row shows the number of eleventh graders enrolled in the fall of 1972, and so on. There were 1,217 students in twelfth grade, 1,314 in eleventh grade, continuing at 1,000 students in kindergarten.

Figure A displays graphically that the peak enrollment in Area XIV was eighth grade in 1972 (the class of 1977) with 1,406 students in public and private schools. The number of graduating students will be maintained at approximately the same level from the 1973 class through the class of 1982. At that time enrollment will begin to decline. Any projected enrollment of students beyond kindergarten is subject to error, but school census, birth-rate, and U.S. Census data as will be discussed later in this report, substantiate the prediction that the downward trend will continue into the foreseeable future.

Figure B displays, on a highly stylized map of Area XIV, the public school enrollments for selected grades in the area in 1972. The enrollments shown include grade twelve (the left column), grade one (the right column), and the peak enrollment grade (the middle column), for each school district. In most school districts in the state, the peak enrollment was in grade six, seven or eight in 1972, and this figure reflects one of those three grades for each school district.

CHAPTER II

SUMMARY OF ENROLLMENT AND POPULATION TRENDS

Several tables and graphs are used in this chapter to display enrollment and population characteristics and trends existing in Area XV and in the State of Iowa, when available. The data were compiled from various sources, primarily the Iowa State Department of Public Instruction, the Iowa Department of Health, personnel from Area XV, the students at Area XV, the United States Bureau of the Census, and the Iowa Development Commission. Other resources were utilized to a limited extent.

The findings are divided basically into five categories:

A) Enrollment data and trends, Grades K-12.

B) Follow-up of high school graduates.

C) Enrollment trends in the area school.

D) Population/Census data and trends.

E) Student characteristics.

A. Enrollment Data and Trends, Grades K-12

The data in Figure A depict the total enrollment, both of public and private school students, in grades K-12 within the boundaries of Area XV. Each of the silhouettes represents 200 students. The top row of figures represents the number of persons enrolled in grade twelve in the fall of 1972, as reported by the school districts that comprise Area XV. The second row shows the number of eleventh graders enrolled in the fall of 1972, and so on. There were 2,575 students in twelfth grade, 2,680 in eleventh grade, continuing to 2,171 students in kindergarten.

Figure A displays graphically that the peak enrollment in Area XV was sixth grade in 1972 (the class of 1979) with 2,848 students in public and private schools. The number of graduating students will increase from the 1973 class through the class of 1979. At that time enrollment will begin to decline, at first gradually, then quite markedly, especially in the graduating classes of 1982 through 1985. Any projected enrollment of students beyond kindergarten is subject to error, but school census, birthrate, and U.S. Census data as will be discussed later in this report, substantiate the prediction that the downward trend will continue into the foreseeable future.

Figure B displays, on a highly stylized map of Area XV, the public school enrollments for selected grades in the area in 1972. The enrollments shown include grade twelve (the left column), grade one (the right column), and the peak enrollment grade (the middle column), for each school district. In most school districts in the state, the peak enrollment was in grade six, seven or eight in 1972, and this figure reflects one of those three grades for each school district.

CHAPTER II

SUMMARY OF ENROLLMENT AND POPULATION TRENDS

Several tables and graphs are used in this chapter to display enrollment and population characteristics and trends existing in Area XVI and in the State of Iowa, when available. The data were compiled from various sources, primarily the Iowa State Department of Public Instruction, the Iowa Department of Health, personnel from Area XVI, the students at Area XVI, the United State Bureau of the Census, and the Iowa Development Commission. Other resources were utilized to a limited extent.

The findings are divided basically into five categories:

A) Enrollment data and trends, Grades K-12.

B) Follow-up of high school graduates.

C) Enrollment trends in the area school.

D) Population/Census data and trends.

E) Student Characteristics.

A. Enrollment Data and Trends, Grades K-12

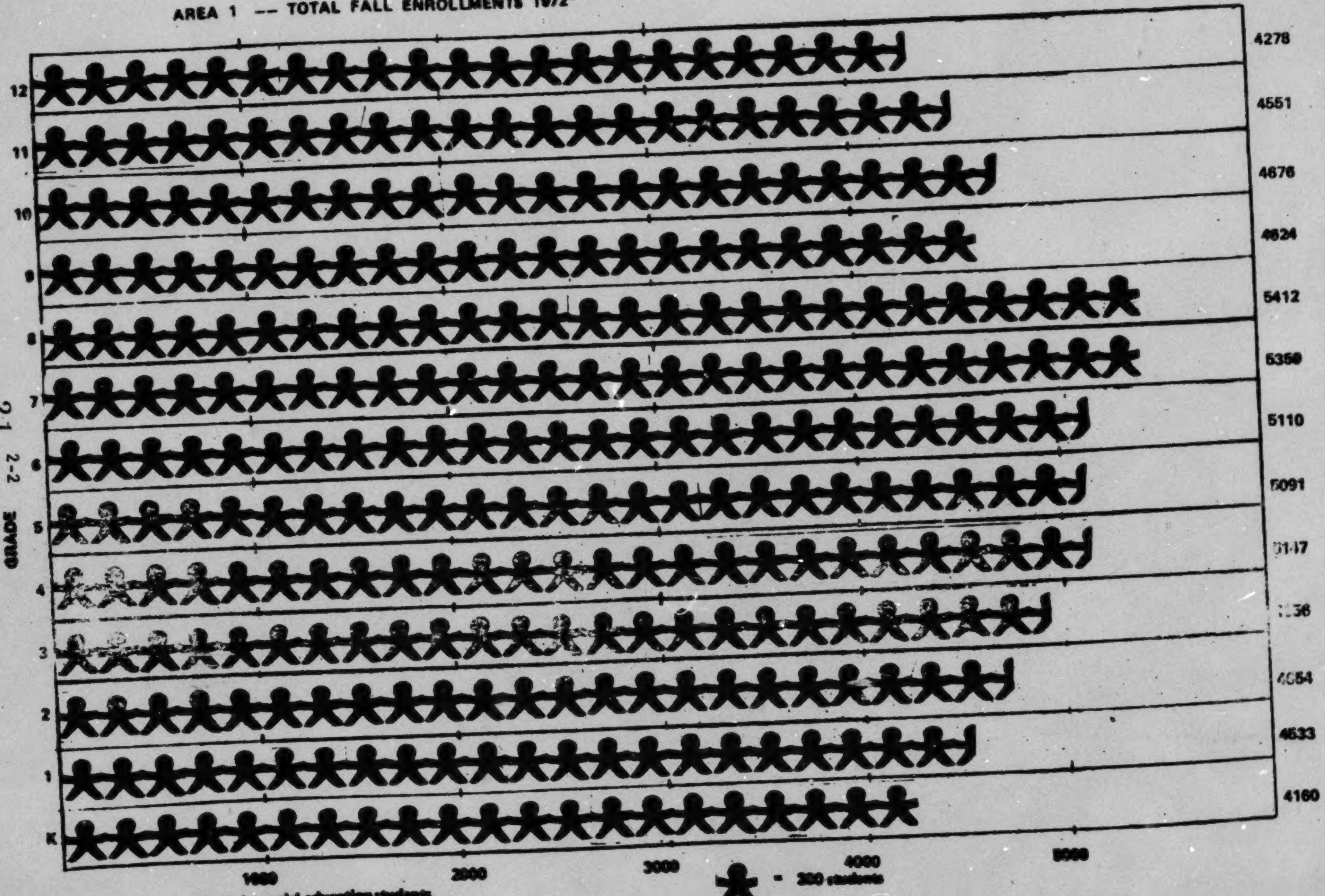
The data in Figure A depict the total enrollment, both of public and private school students, in grades K-12 within the boundaries of Area XVI. Each of the silhouettes represents 200 students. The top row of figures represents the number of persons enrolled in grade twelve in the fall of 1972, as reported by the school districts that comprise Area XVI. The second row shows the number of eleventh graders enrolled in the fall of 1972, and so on. There were 1,931 students in twelfth grade, 2,004 in eleventh grade, continuing to 1,890 students in kindergarten.

Figure A displays graphically that the peak enrollment in Area XVI was seventh grade in 1972 (the class of 1978) with 2,163 students in public and private schools. The number of graduating students will apparently be maintained at a relatively constant level from the 1973 class through the class of 1985. This is the only area of the state in which a significant decrease does not occur at the lower grades. Any projected enrollment of students beyond kindergarten is subject to error but school census, birthrate, and U.S. Census data as will be discussed later in this report, substantiate the prediction that the downward trend will continue into the foreseeable future.

Figure B displays, on a highly stylized map of Area XVI, the public school enrollments for selected grades in the area in 1972. The enrollments shown include grade twelve (the left column), grade one (the right column), and the peak enrollment grade (the middle column), for each school district. In most school districts in the state, the peak enrollment was in grade six, seven or eight in 1972, and this figure reflects one of those three grades for each school district.

FIGURE A

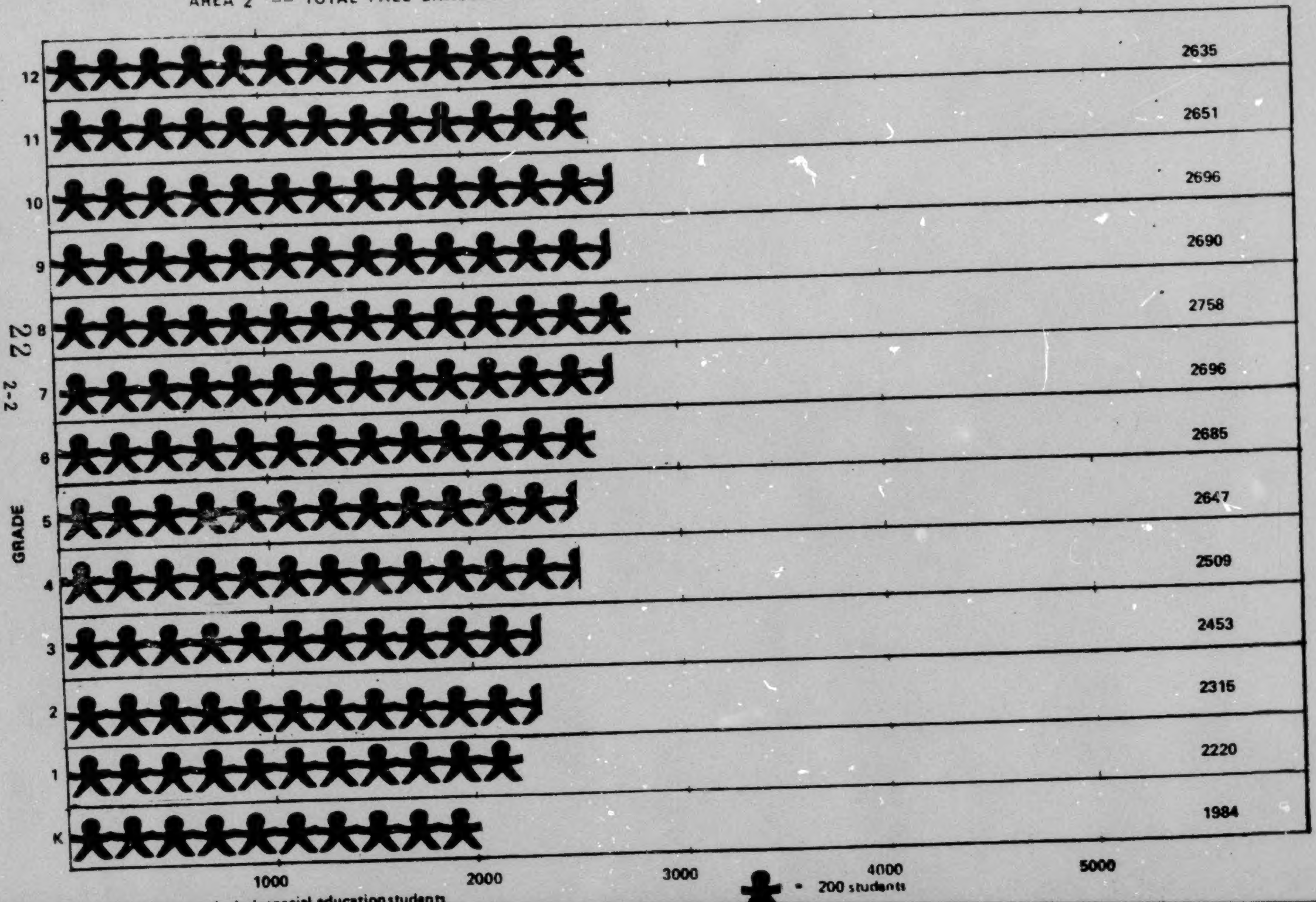
AREA 1 -- TOTAL FALL ENROLLMENTS 1972*



* – Does not include special education students.

FIGURE A

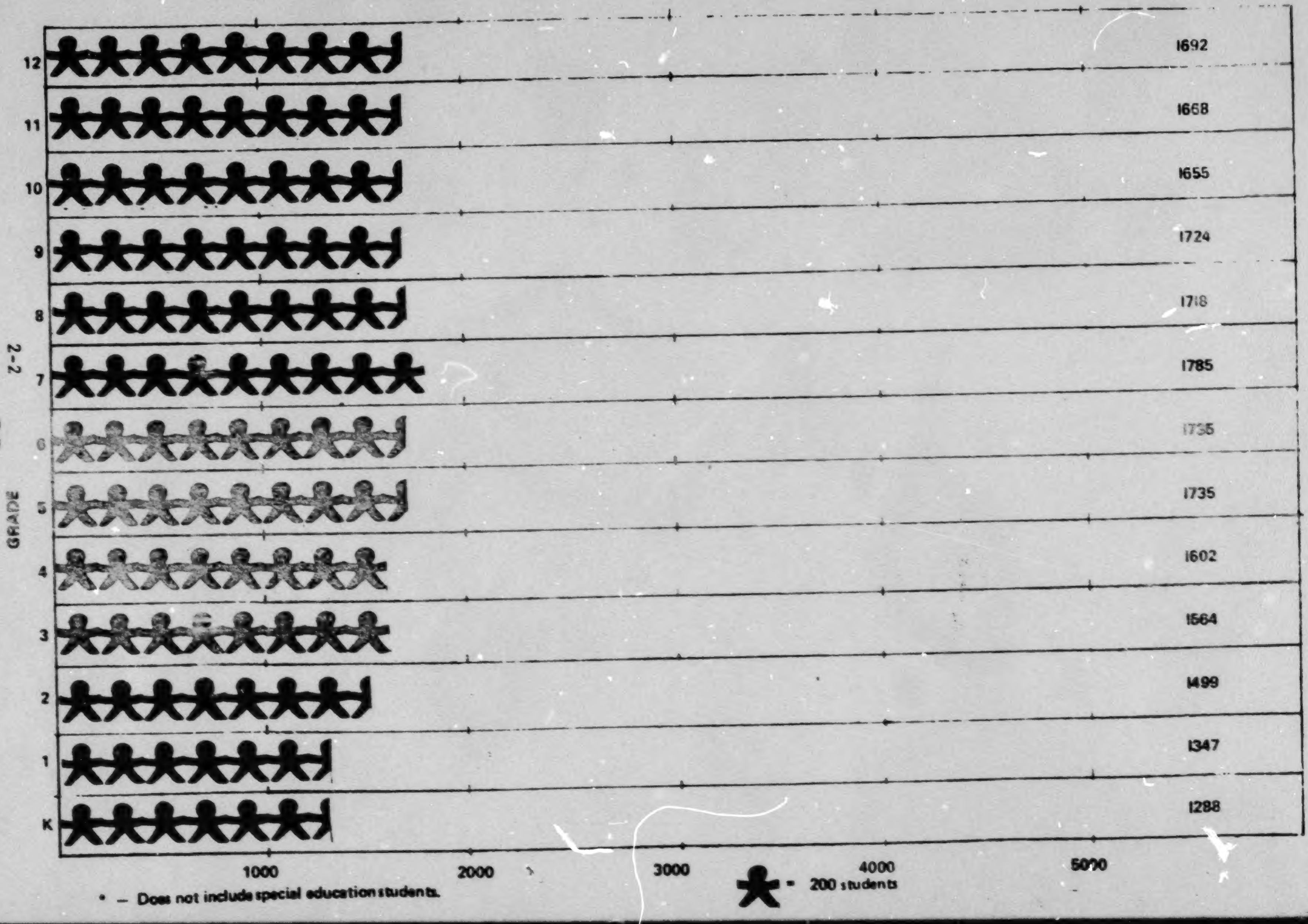
AREA 2 -- TOTAL FALL ENROLLMENTS 1972*



include special education students.

FIGURE A

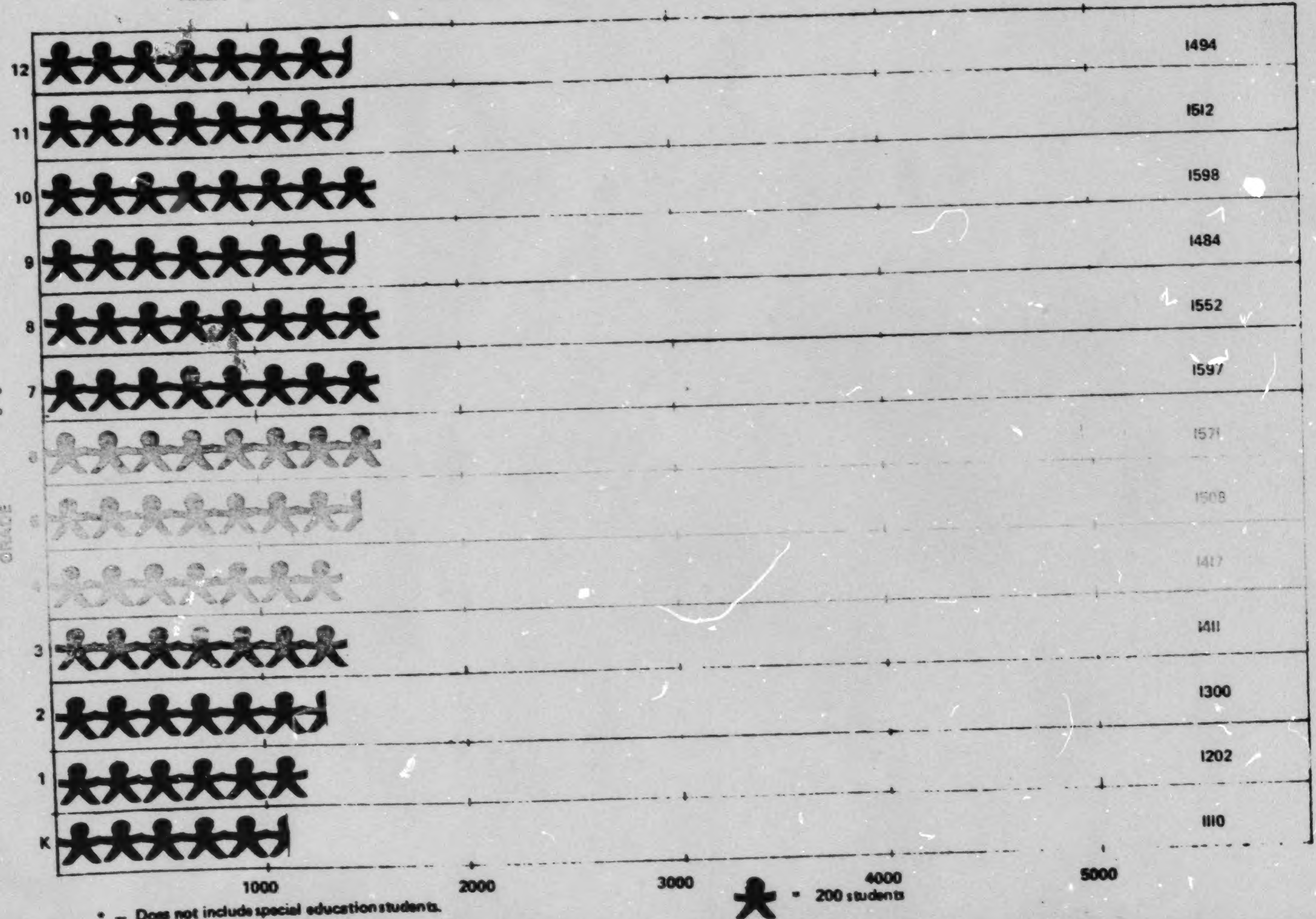
AREA 3 -- TOTAL FALL ENROLLMENTS 1972*



* — Does not include special education students.

FIGURE A

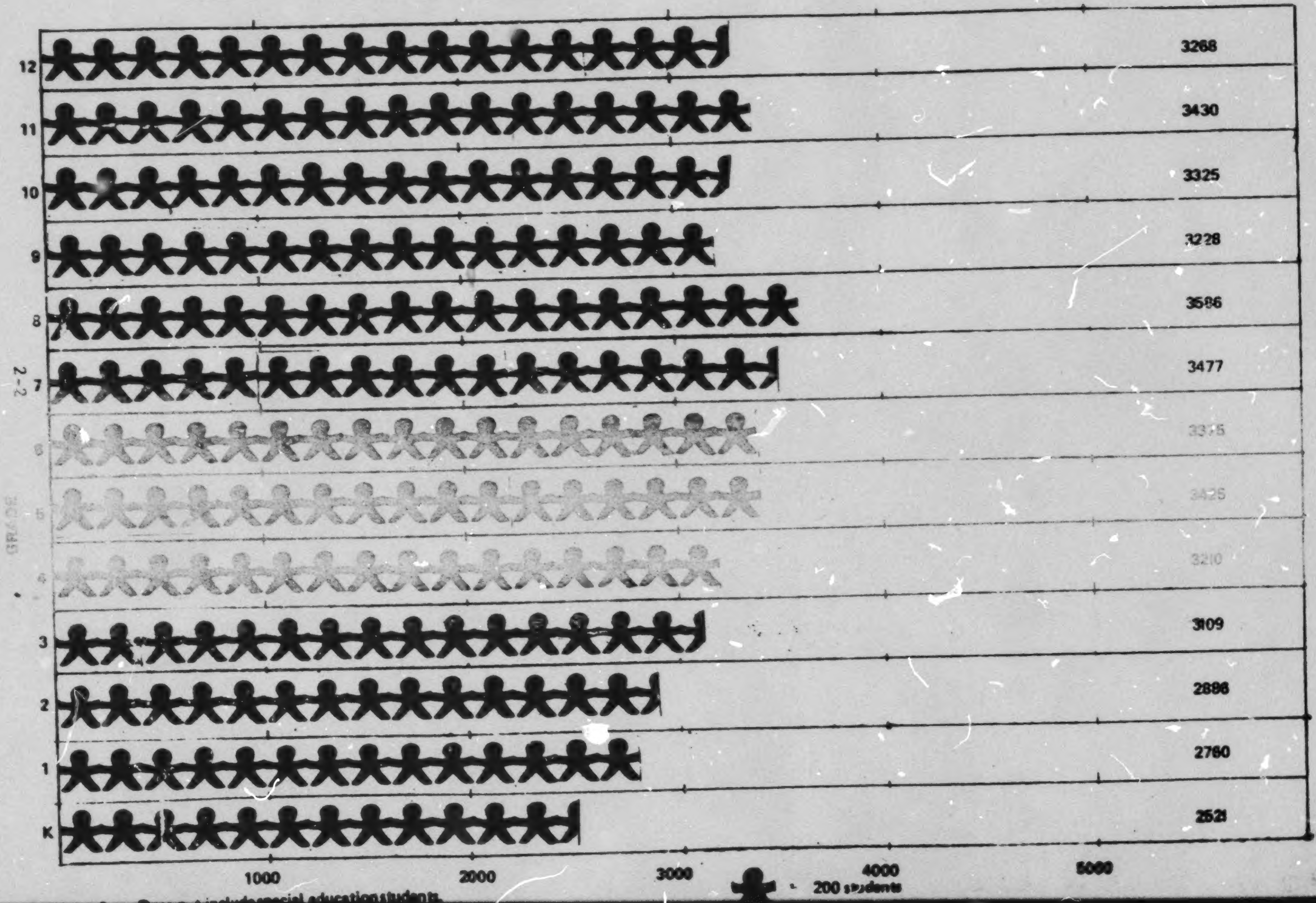
AREA 4 –– TOTAL FALL ENROLLMENTS 1972*



* – Does not include special education students.

FIGURE A

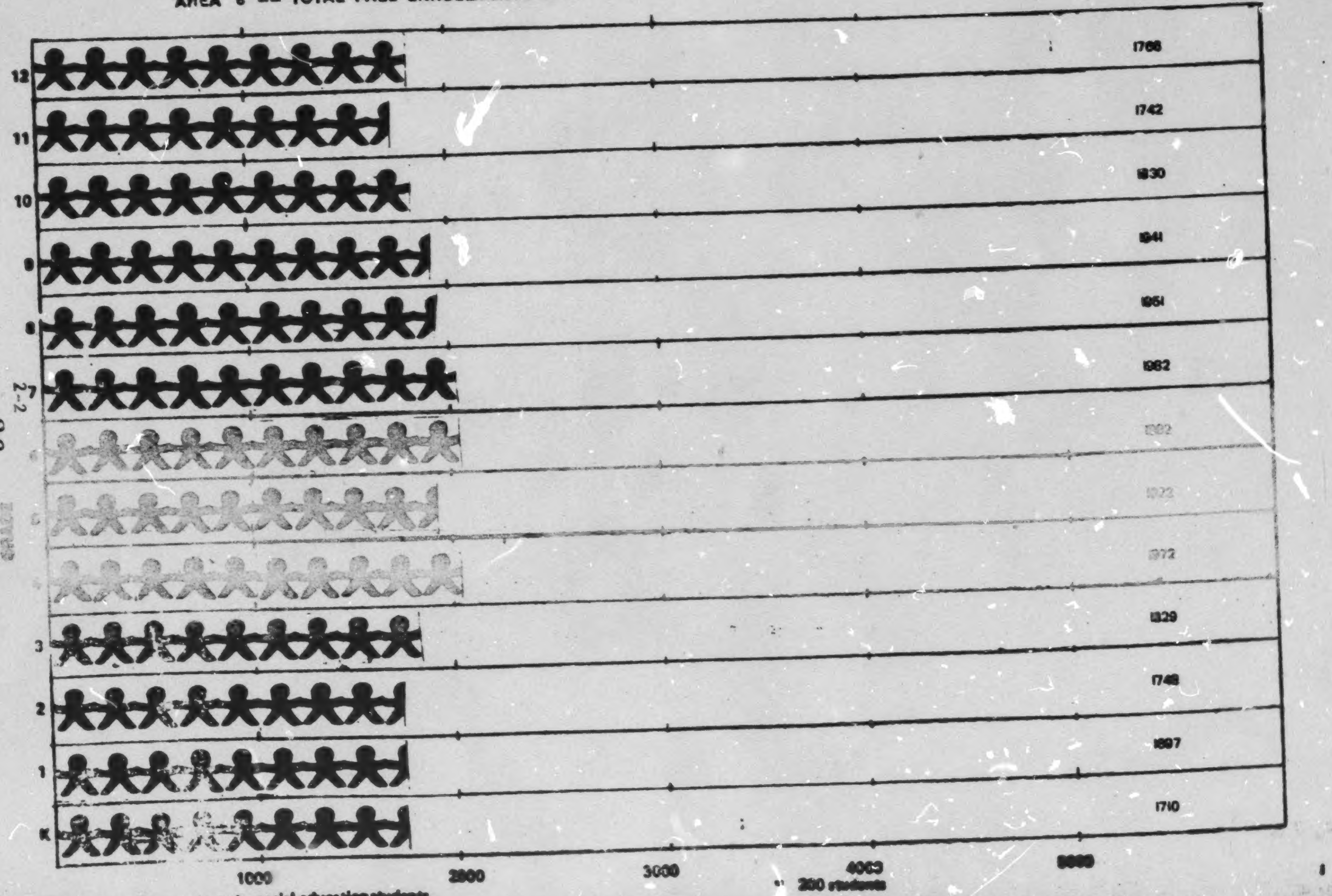
AREA 5 -- TOTAL FALL ENROLLMENTS 1972*



* [illegible] include special education students.

FIGURE A

AREA 6 -- TOTAL FALL ENROLLMENTS 1972*

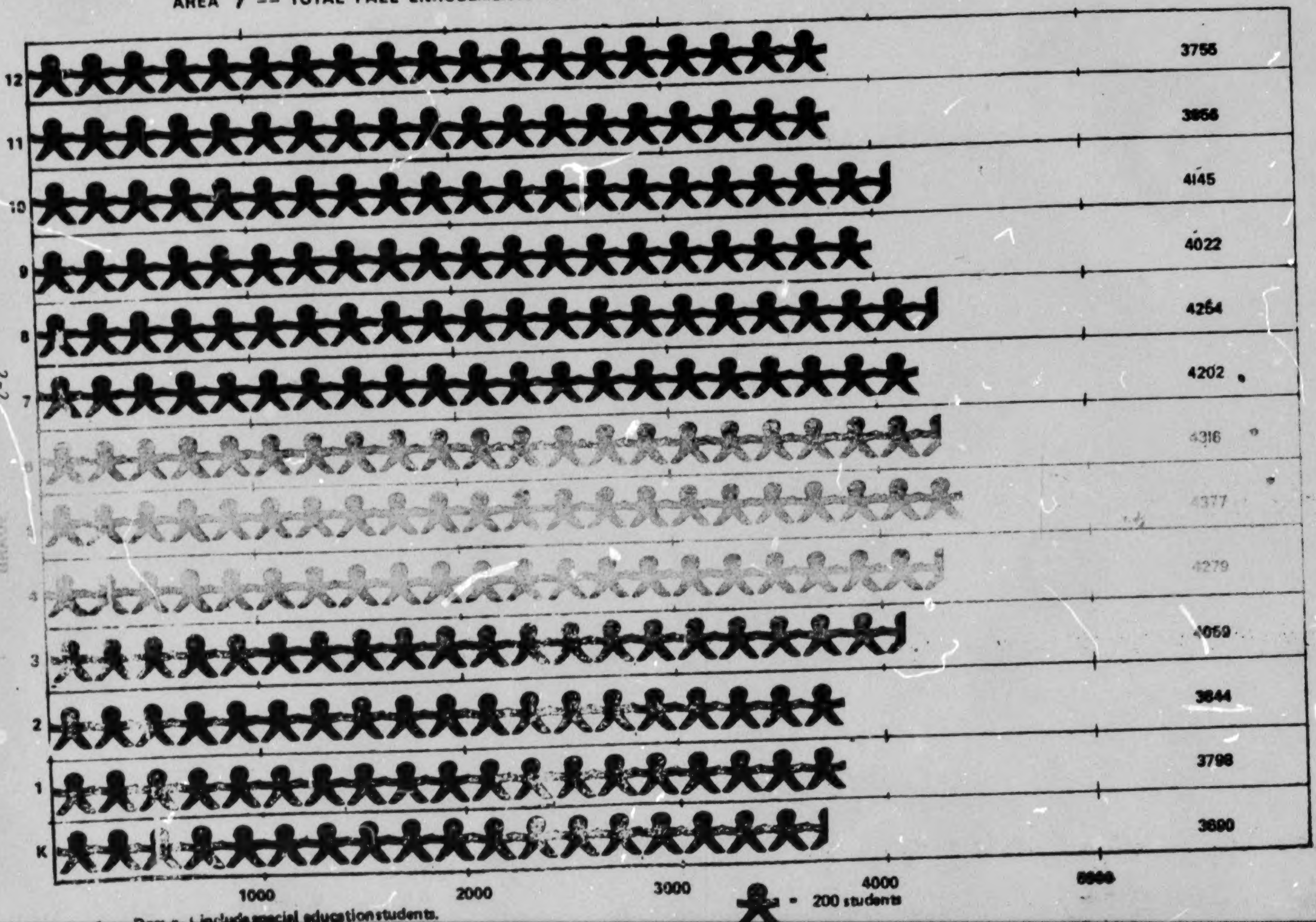


special education students.

2-2

FIGURE A

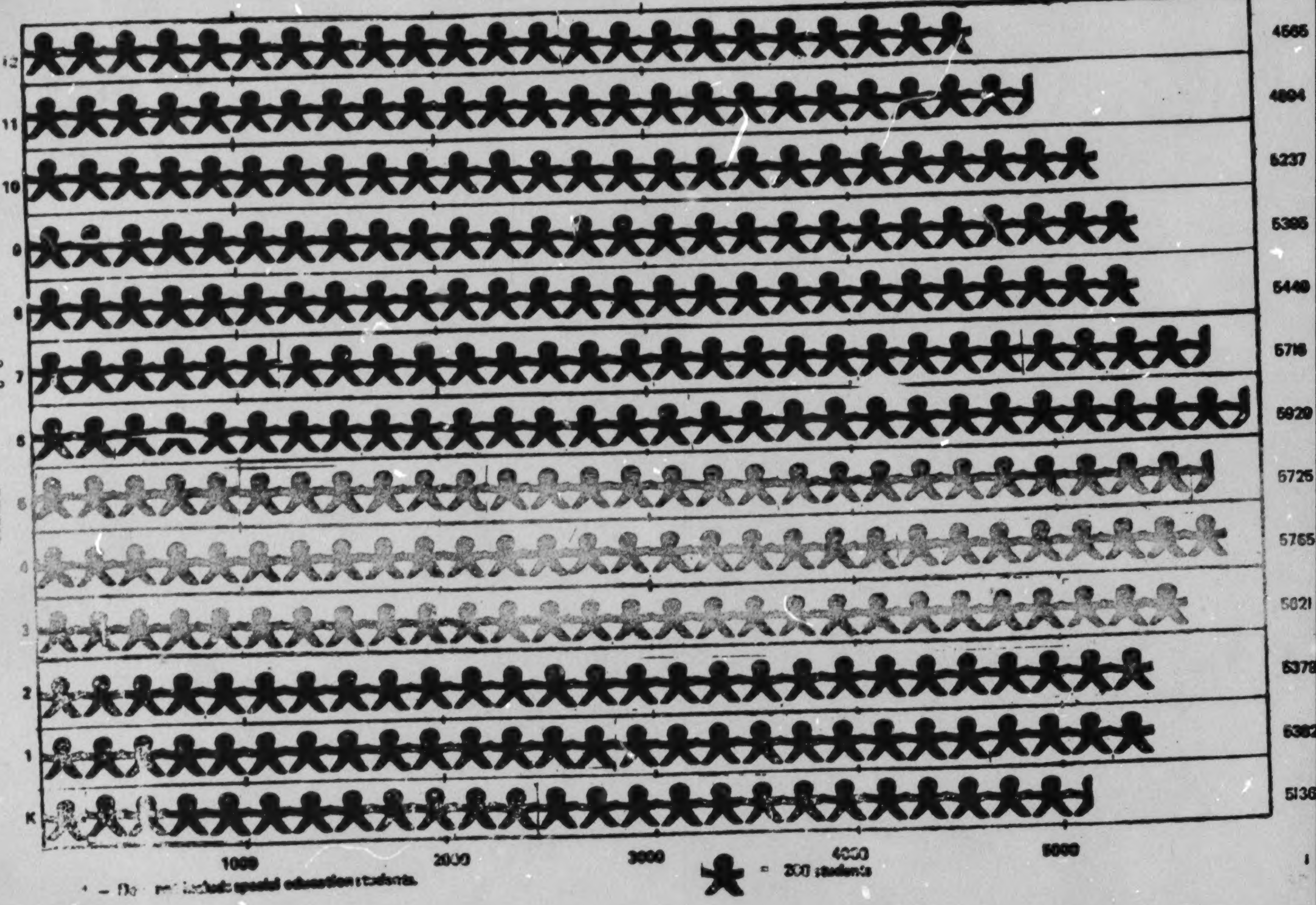
AREA 7 -- TOTAL FALL ENROLLMENTS 1972*



Does not include special education students.

FIGURE A

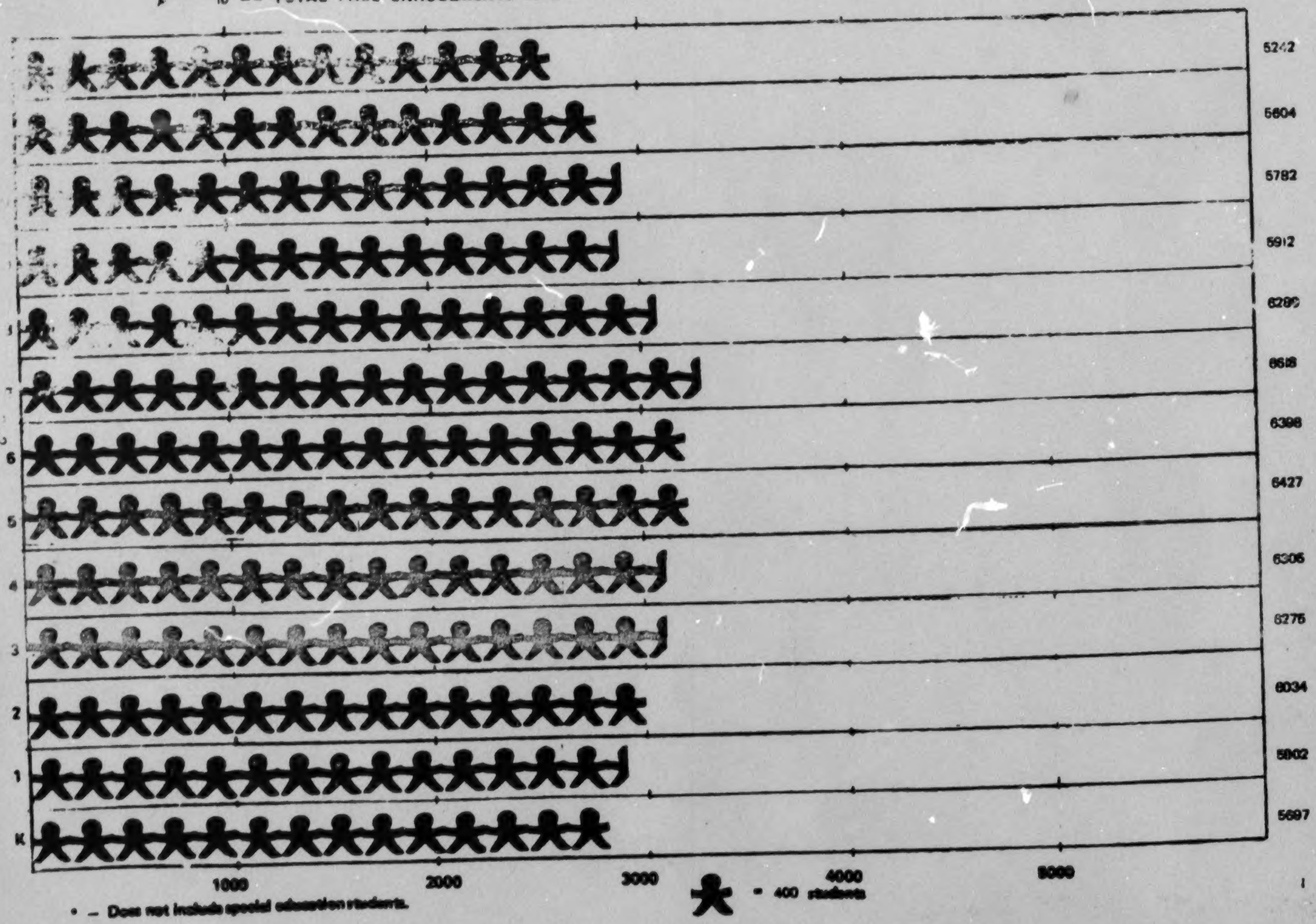
AREA 8 -- TOTAL FALL ENROLLMENTS 1972*



* — Do not include special education students.

FIGURE A

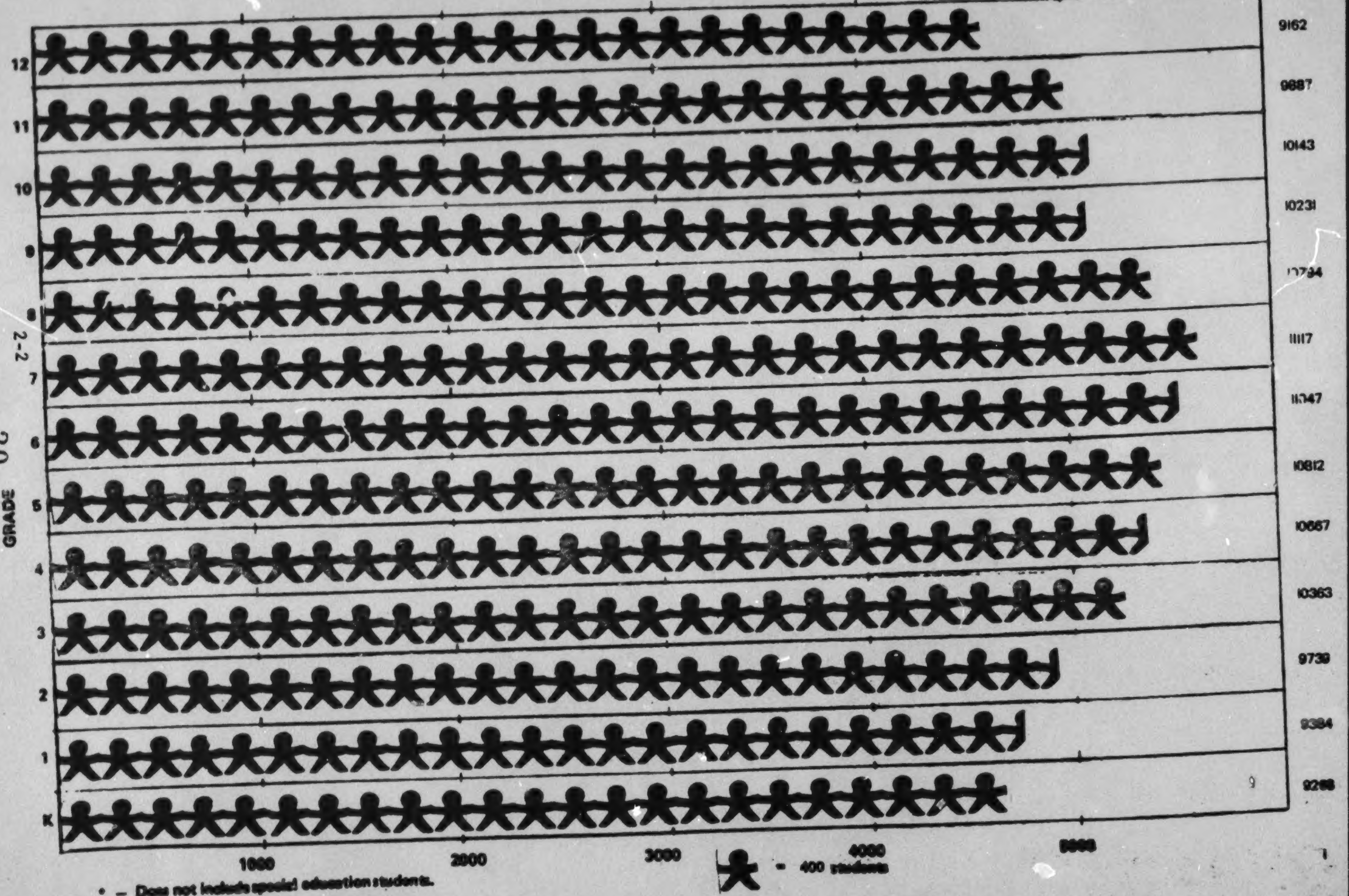
10 -- TOTAL FALL ENROLLMENTS 1972*



* -- Does not include special education students.

FIGURE A

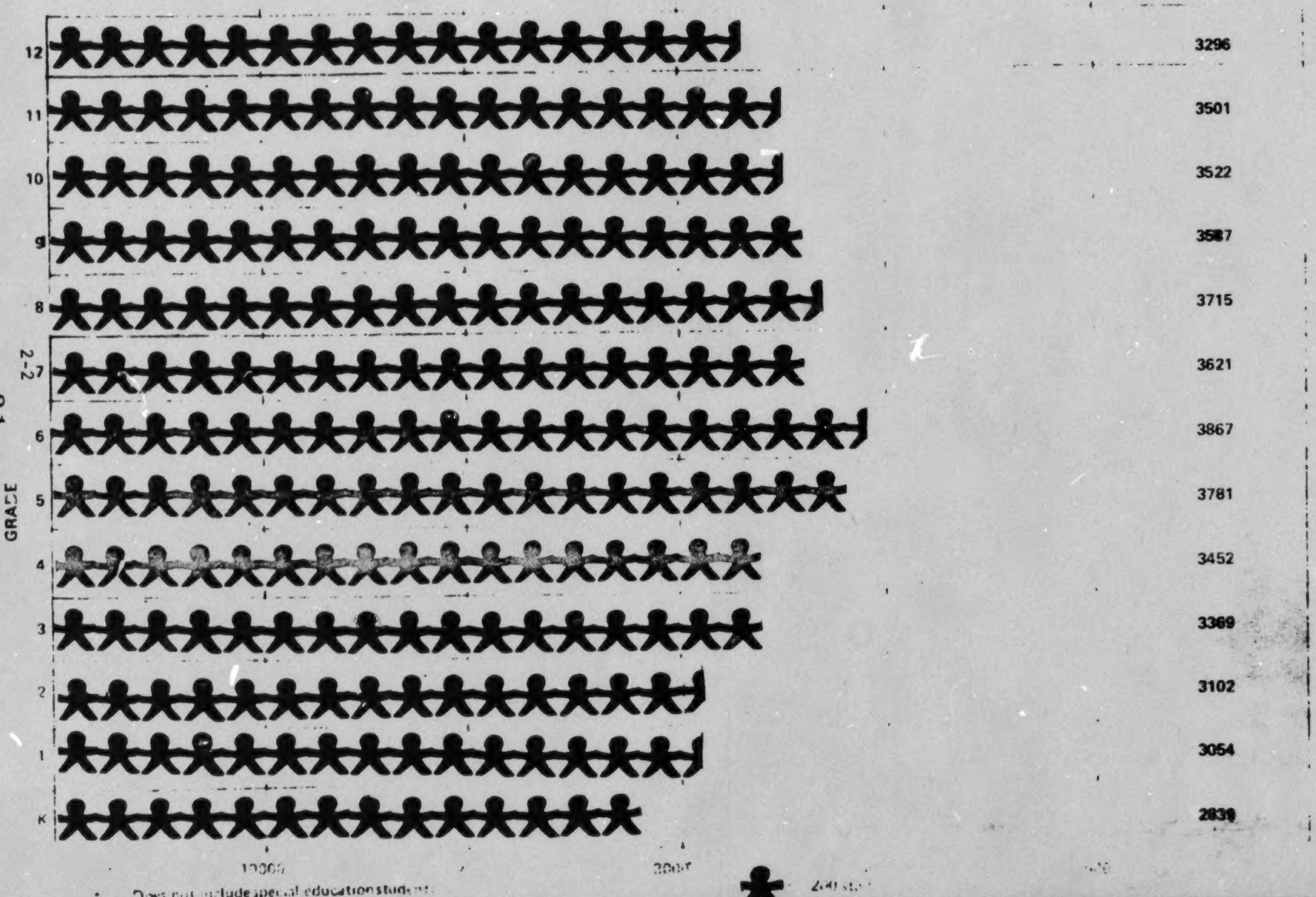
AREA II — TOTAL FALL ENROLLMENTS 1972*



* — Does not include special education students.

FIGURE A

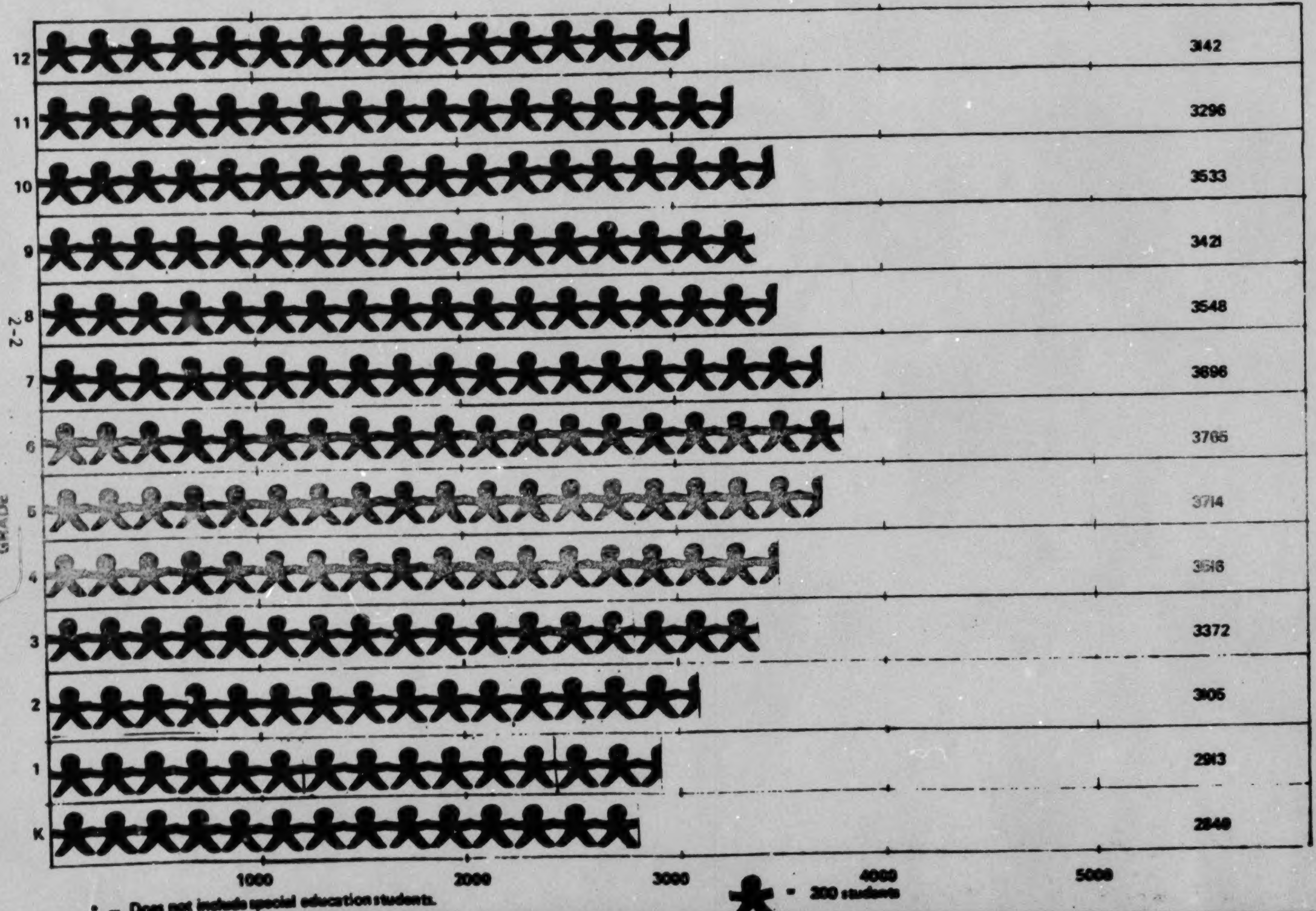
AREA 12 -- TOTAL FALL ENROLLMENTS 1972*



* Does not include special education students

FIGURE A

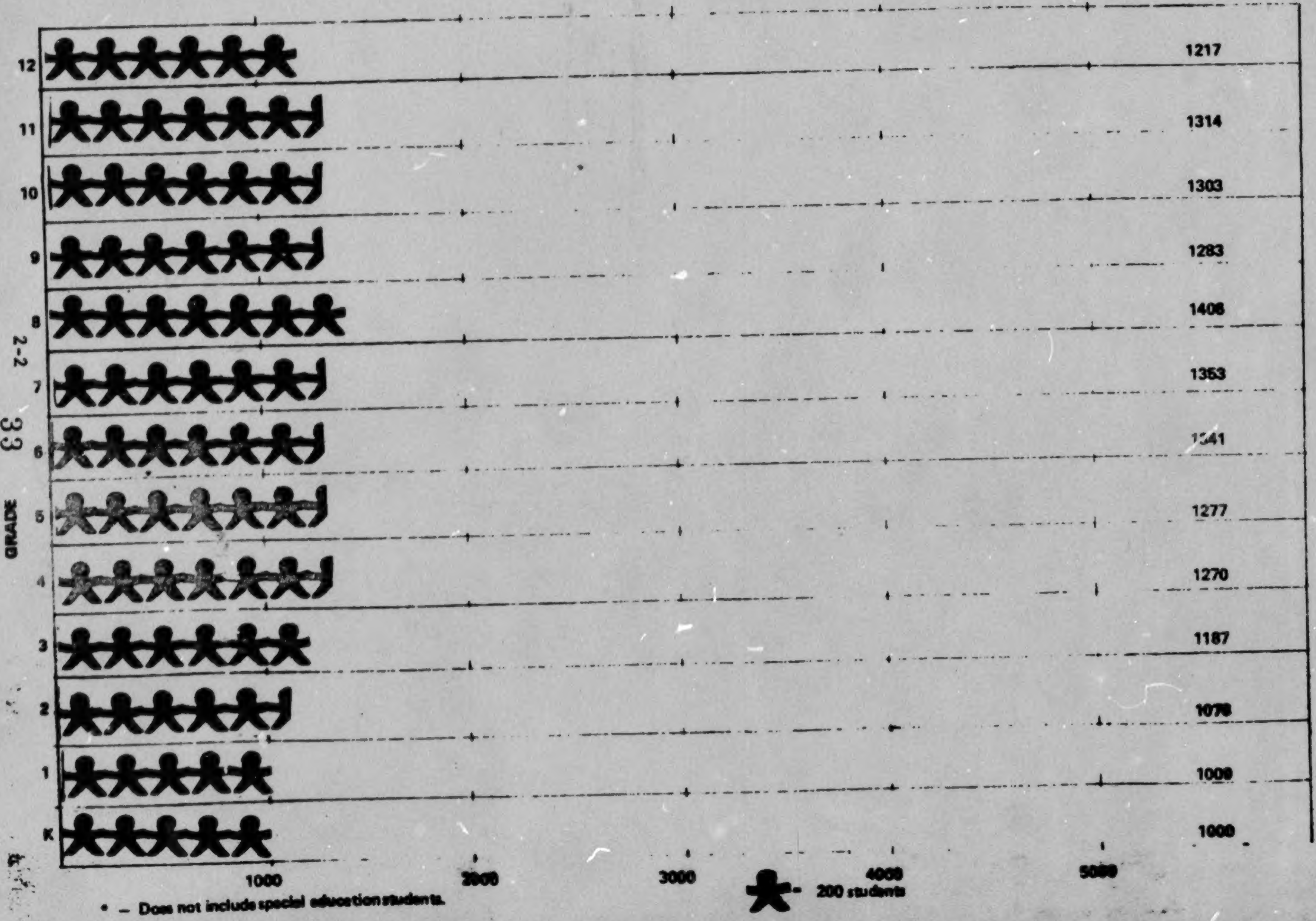
AREA 13 -- TOTAL FALL ENROLLMENTS 1972*



* — Does not include special education students.

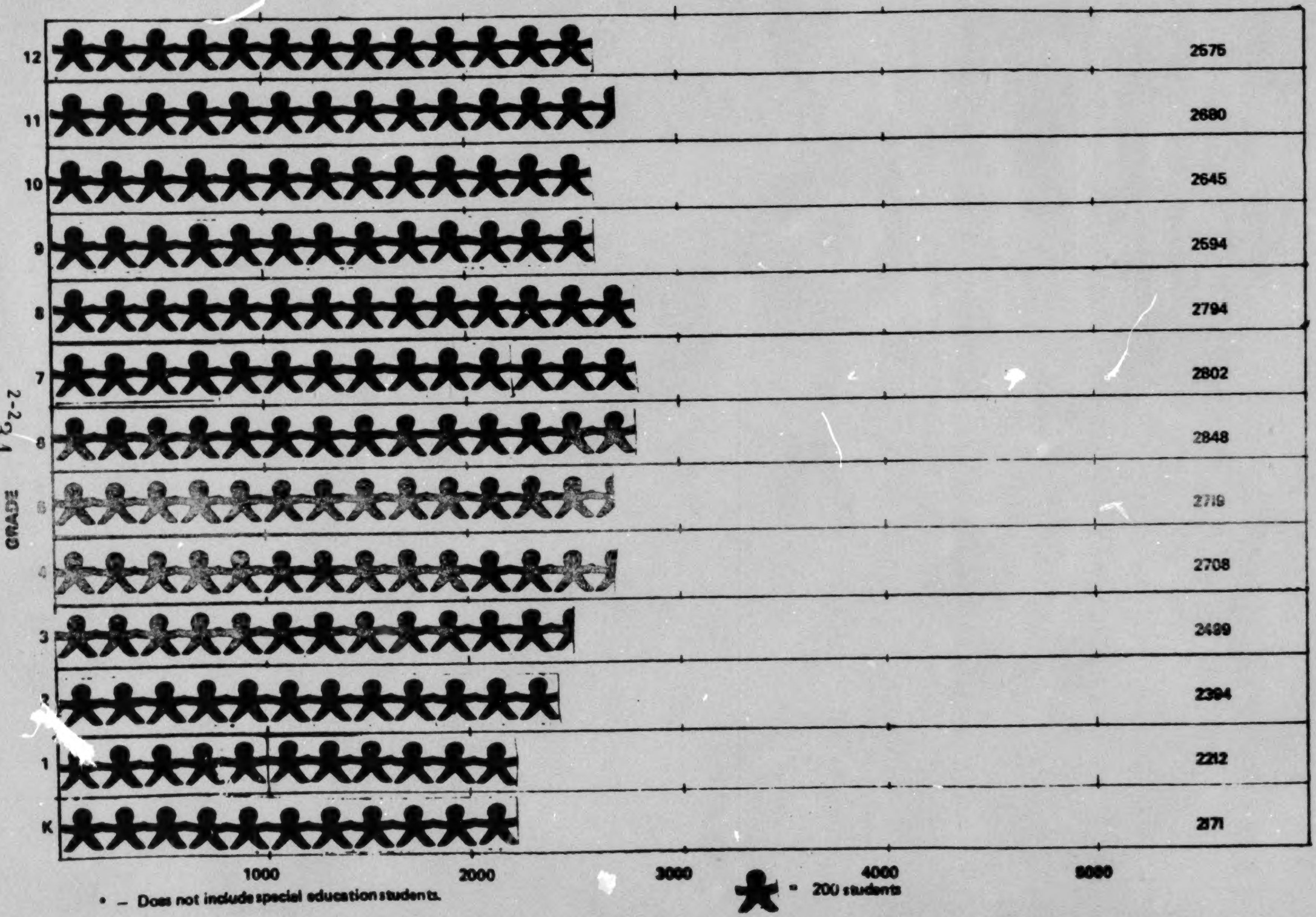
FIGURE A

AREA 14 -- TOTAL FALL ENROLLMENTS 1972*



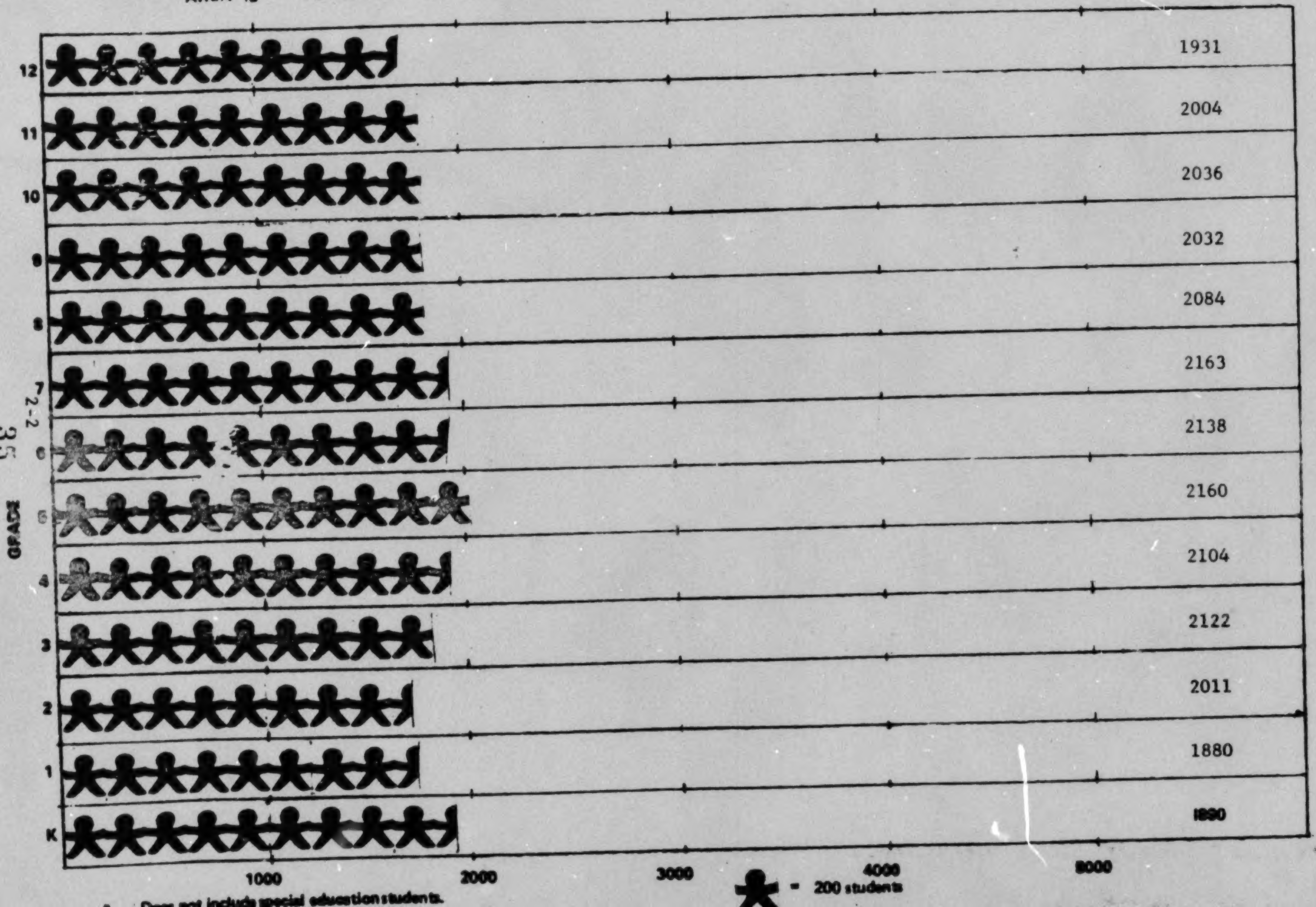
* — Does not include special education students.

FIGURE A
AREA 15 -- TOTAL FALL ENROLLMENTS 1972*



* – Does not include special education students.

FIGURE A
AREA 16 -- TOTAL FALL ENROLLMENTS 1972*



* Does not include special education students.

An obvious fact disclosed by the information on this map is that there is a decline in enrollment from the peak year to grade one in every school district in Area I. In the South Winneshiek and Postville districts there is a continuing decline from the current twelfth grade through kindergarten, with no "peak". The phenomenon of enrollment peak followed by decline, is most pronounced in the Dubuque, Western Dubuque, West Delaware, Maquoketa Valley, Elkader, Oelwein, Turkey Valley, and M.F.L. school districts. These are, with a few exceptions, the largest districts in the area.

It should be noted that Figure B does not include information on private school enrollments. It is obvious that large parochial school enrollments, especially in Dubuque County, have significant effects on the total number of students.

Another factor omitted in Figure B is that of student attrition, or drop-outs. This factor is estimated and depicted in Figure C.

According to data gathered by the Guidance Services Section of the Iowa State Department of Public Instruction, on a state-wide basis, school districts with a total enrollment of more than 3,000 experience an average drop-out rate of approximately 22% for grades seven through twelve. On the other hand, school districts with total enrollments of less than 3,000 students enjoy, on the average, drop-out rates of only approximately seven percent on a statewide basis. Figure C was based on the assumption that these percentages would generalize to the individual school districts within the state. Since statistics concerning the actual rate of attrition for individual school districts lack stability over time, and do not deviate significantly from the statewide rate at any time, it was felt that a statewide trend would be more appropriate for the purposes of Figure C.

The reader will note, with the factor of attrition added, that there will be even fewer available seniors when the current enrollment "peak" reaches graduation. In fact, there will be no "peak" in some of the school districts where one appeared in Figure B. This phenomenon is even more striking when applied to the current first grade classes, especially in the larger school districts. Note, for instance, the difference between the lengths of the middle and right hand bars on Figures B and C for Dubuque and Western Dubuque.

As with Figure B, private school enrollments are not included in Figure C.

Figure D depicts a summary of the data from elementary and secondary school enrollments in Area I. Once again, the left bar represents 1972 senior class enrollment. The middle bar represents the "peak" enrollment grade; in Area I, that is sixth grade in private, and eighth grade in public schools. The right bar depicts the 1972 first grade enrollment. Three bar sets are shown: private school, public school, and total area enrollment.

By calculating the drop-out rates for school district sizes using the percentages cited above and prorating this distribution across the total, a projected 12% drop-out rate for grades 7-12 was determined for Area I.

An obvious fact disclosed by the information on this map is that there is a decline in enrollment from the peak year to grade one in most school districts in Area II. In the Klemme, Belmond, Cal, Meservery-Thornton, Ventura, St. Ansgar, Osage, Greene and Dumont districts there is a continuing decline from the current twelfth grade through kindergarten, with no "peak." The phenomenon of enrollment peak followed by decline, is most pronounced in the Mason City, Clear Lake, Charles City, and Hampton school districts. These are, with a few exceptions, the largest districts in the area.

It should be noted that Figure B does not include information on private school enrollments. It is obvious that large parochial school enrollments have a significant effect on the total number of students.

Another factor omitted in Figure B is that of student attrition, or drop-outs. This factor is estimated and depicted in Figure C.

According to data gathered by the Guidance Services Section of the Iowa State Department of Public Instruction, on a state-wide basis, school districts with a total enrollment of more than 3,000 experience on average annual drop-out rate of approximately 22% for grades seven through twelve. On the other hand, school districts with total enrollments of less than 3,000 students enjoy, on the average, drop-out rates of only approximately seven percent on a statewide basis. Figure C was based on the assumption that these percentages would generalize to the individual school districts within the state. Since statistics concerning the actual rate of attrition for individual school districts lack stability over time, and do not deviate significantly from the statewide rate at any time, it was felt that a statewide trend would be more appropriate for the purposes of Figure C.

The reader will note, with the factor of attrition added, that there will be even fewer available seniors when the current enrollment "peak" reaches graduation. In fact, there will be no "peak" in some of the school districts where one appeared in Figure B. This phenomenon is even more striking when applied to the current first grade classes, especially in the larger school districts. Note, for instance, the difference between the lengths of middle and right hand bars on Figures B and C for Mason City and Charles City.

As with Figure B, private school enrollments are not included in Figure C.

Figure D depicts a summary of the data from elementary and secondary school enrollments in Area II. Once again, the left bar represents 1972 senior class enrollment. The middle bar represents the "peak" enrollment grade; in Area II that is sixth grade in private, and eighth grade in public schools. The right bar depicts the 1972 first grade enrollment. Three bar sets are shown: private school, public school, and total area enrollment.

By calculating the drop-out rates for school district sizes using the percentages cited above and prorating this distribution across the total, a projected 12% drop-out rate for grades 7-12 was determined for Area II.

An obvious fact disclosed by the information on this map is that there is a decline in enrollment from the peak year to grade one in nearly all school districts in Area III. In many districts there is a continuing decline from the current twelfth grade through kindergarten, with no "peak." The phenomenon of enrollment peak followed by decline, is most pronounced in the Estherville and Spirit Lake school districts.

It should be noted that Figure B does not include information on private school enrollments. It is obvious that large parochial school enrollments have some effect on the total number of students.

Another factor omitted in Figure B is that of student attrition, or drop-outs. This factor is estimated and depicted in Figure C.

According to data gathered by the Guidance Services Section of the Iowa State Department of Public Instruction, on a state-wide basis, school districts with a total enrollment of more than 3,000 experience an average drop-out rate of approximately 22% for grades seven through twelve. On the other hand, school districts with total enrollments of less than 3,000 students enjoy, on the average, drop-out rates of only approximately seven percent on a statewide basis. Figure C was based on the assumption that these percentages would generalize to the individual school districts within the state. Since statistics concerning the actual rate of attrition for individual school districts lack stability over time, and do not deviate significantly from the statewide rate at any time, it was felt that a statewide trend would be more appropriate for the purposes of Figure C.

The reader will note, with the factor of attrition added, that there will be even fewer available seniors when the current enrollment "peak" reaches graduation. In fact, there will be no "peak" in some of the school districts where one appeared in Figure B. This phenomenon is even more striking when applied to the current first grade classes, especially in the larger school districts. However, since there were no "large" school districts in Area III, the effect is uniform.

As with Figure B, private school enrollments are not included in Figure C.

Figure D depicts a summary of the data from elementary and secondary school enrollments in Area III. Once again, the left bar represents 1972 senior class enrollment. The middle bar represents the "peak" enrollment grade; in Area III, that is seventh grade in private, and sixth grade in public schools. The right bar depicts the 1972 first grade enrollment. Three bar sets are shown: private school, public school, and total area enrollment.

Since there were no school districts with more than 3,000 enrollment projected 7% drop-out rate for grades 7-12 was determined for Area III.

An obvious fact disclosed by the information on this map is that there is a decline in enrollment from the peak year to grade one in all but one of the school districts in Area IV. In the Central Lyon, Sibley, Ocheyeden, Hartley, Sheldon, Paullina, Sutherland, Floyd Valley, and West Sioux districts there is a continuing decline from the current twelfth grade through kindergarten, with no "peak". The phenomenon of enrollment peak followed by decline, is most pronounced in the West Lyon Rock Valley school districts.

It should be noted that Figure B does not include information on private school enrollments. It is obvious that large parochial school enrollments would have significant effects on the total number of students.

Another factor omitted in Figure B is that of student attrition, or dropping-out. This factor is estimated and depicted in Figure C.

According to data gathered by the Guidance Services Section of the Iowa State Department of Public Instruction, on a state-wide basis, school districts with a total enrollment of more than 3,000 experience an average drop-out rate of approximately 22% for grades seven through twelve. On the other hand, school districts with total enrollments of less than 3,000 students enjoy, on the average, drop-out rates of only approximately seven percent on a statewide basis. Figure C was based on the assumption that these percentages would generalize to the individual school districts within the state. Since statistics concerning the actual rate of attrition for individual school districts lack stability over time, and do not deviate significantly from the statewide rate at any time, it was felt that a statewide trend would be more appropriate for the purposes of Figure C.

The reader will note, with the factor of attrition added, that there will be even fewer available seniors when the current enrollment "peak" reaches graduation. In fact, there will be no "peak" in some of the school districts where one appeared in Figure B. This phenomenon is even more striking when applied to the current first grade classes, especially in the larger school districts. Note, for instance, the difference between the lengths of middle and right hand bars on Figures B and C for Sheldon.

As with Figure B, private school enrollments are not included in Figure C.

Figure D depicts a summary of the data from elementary and secondary school enrollments in Area IV. Once again, the left bar represents 1972 senior class enrollment. The middle bar represents the "peak" enrollment grade; in Area IV, that is sixth grade in private, and seventh grade in public schools. The right bar depicts the 1972 first grade enrollment. Three bar sets are shown: Private school, public school, and total area enrollment.

Since there are no school districts enrolling more than 3000 students in Area IV, a projected 7% drop-out rate for grades 7-12 was used for Area IV as a whole. The actual drop-out rate for all of Area IV for Fiscal Year 1972 was 8.1% for grades seven through twelve. The actual twelfth grade rate was 1.77% . The effect of these actual rather than projected rates is shown in Figure E.

An obvious fact disclosed by the information on this map is that there is a decline in enrollment from the peak year to grade one in every school district in Area V. In the Albert City-Truesdale, Odebolt-Arthur, Lytton, Lohrville, Paton-Churdan, Gilmore City-Bradgate, Boone Valley, and South Hamilton districts there is a continuing decline from the current twelfth grade through kindergarten, with no "peak".

It should be noted that Figure B does not include information on private school enrollments. It is obvious that large parochial school enrollments would have significant effects on the total number of students.

Another factor omitted in Figure B is that of student attrition, or drop-outs. This factor is estimated and depicted in Figure C.

According to data gathered by the Guidance Services Section of the Iowa State Department of Public Instruction, on a state-wide basis, school districts with a total enrollment of more than 3,000 experience an average drop-out rate of approximately 22% for grades seven through twelve. On the other hand, school districts with total enrollments of less than 3,000 students enjoy, on the average, drop-out rates of only approximately seven percent on a statewide basis. Figure C was based on the assumption that these percentages would generalize to the individual school districts within the state. Since statistics concerning the actual rate of attrition for individual school districts lack stability over time, and do not deviate significantly from the statewide rate at any time, it was felt that a statewide trend would be more appropriate for the purposes of Figure C.

The reader will note, with the factor of attrition added, that there will be even fewer available seniors when the current enrollment "peak" reaches graduation. In fact, there will be no "peak" in some of the school districts where one appeared in Figure B. This phenomenon is even more striking when applied to the current first grade classes, especially in the larger school districts. Note, for instance, the difference between the lengths of middle and right hand bars on Figures B and C for Fort Dodge.

As with Figure B, private school enrollments are not included in Figure C.

Figure D depicts a summary of the data from elementary and secondary school enrollments in Area V. Once again, the left bar represents 1972 senior class enrollment. The middle bar represents the "peak" enrollment grade; in Area V, that is eighth grade in both private and public schools. The right bar depicts the 1972 first grade enrollment. Three bar sets are shown: private school, public school, and total area enrollment.

By calculating the drop-out rates for school district sizes using the percentages cited above and prorating this distribution across the total, a projected 10% drop-out rate for grades 7-12 was determined for Area V.

An obvious fact disclosed by the information on this map is that there is a decline in enrollment from the peak year to grade one in every school district in Area VI. In fact, in the Radcliffe, Alden, Ackley-Geneva, Green Mountain, and B-G-M districts there is a continuing decline from the current twelfth grade through kindergarten, with no "peak". The phenomenon of enrollment peak followed by decline, is most pronounced in the larger school districts.

It should be noted that Figure B does not include information on private school enrollments. It is obvious that large parochial school enrollments would have significant effects on the total number of students. Of course, in Area VI such private school enrollments are small.

Another factor omitted in Figure B is that of student attrition, or dropping-out. This factor is estimated and depicted in Figure C.

According to data gathered by the Guidance Services Section of the Iowa State Department of Public Instruction, on a state-wide basis, school districts with a total enrollment of more than 3,000 experience an average drop-out rate of approximately 22% for grades seven through twelve. On the other hand, school districts with total enrollments of less than 3,000 students enjoy, on the average, drop-out rates of only approximately seven percent on a statewide basis. Figure C was based on the assumption that these percentages would generalize to the individual school districts within the state. Since statistics concerning the actual rate of attrition for individual school districts lack stability over time, and do not deviate significantly from the statewide rate at any time, it was felt that a statewide trend would be more appropriate for the purposes of Figure C.

The reader will note, with the factor of attrition added, that there will be even fewer available seniors when the current enrollment "peak" reaches graduation. In fact, there will be no "peak" in some of the school districts where one appeared in Figure B. This phenomenon is even more striking when applied to the current first grade classes, especially in the larger school districts. Note, for instance, the difference between the lenghts of middle and right hand bars on Figures B and C for Marshalltown.

As with Figure B, private school enrollments are not included in Figure C.

Figure D depicts a summary of the data from elementary and secondary school enrollments in Area VI. Once again, the left bar represents 1972 senior class enrollment. The middle bar represents the "peak" enrollment grade; in Area VI, that is sixth grade in private, and seventh grade in public schools. The right bar depicts the 1972 first grade enrollment. Three bar sets are shown: private school, public school, and total area enrollment.

By calculating the drop-out rates for school district sizes using the percentages cited above the prorating this distribution across the total, a projected 11% drop-out rate for grades 7-12 was determined for Area VI.

An obvious fact disclosed by the information on this map is that there is a decline in enrollment from the peak year to grade one in nearly all school districts in Area VII. In the Applington, North Tama, and Dysart Geneseo districts there is a continuing decline from the current twelfth grade through kindergarten, with no"peak". It is also of interest to note that in the New Hartford, Hudson, and Independence districts there is also no "peak," with enrollment in first grade the largest.

It should be noted that Figure B does not include information on private school enrollments. It is obvious that large parochial school enrollments, have significant effects on the total number of students. This will be discussed later in this section.

Another factor omitted in Figure B is that of student attrition, or dropping-out. This factor is estimated and depicted in Figure C.

According to data gathered by the Guidance Services Section of the Iowa State Department of Public Instruction, on a state-wide basis, school districts with a total enrollment of more than 3,000 experience an average drop-out rate of approximately 22% for grades seven through twelve. On the other hand, school districts with total enrollments of less than 3,000 students enjoy, on the average, drop-out rates of only approximately seven percent on a statewide basis. Figure C was based on the assumption that these percentages would generalize to the individual school districts within the state. Since statistics concerning the actual rate of attrition for individual school districts lack stability over time, and do not deviate significantly from the statewide rate at any time, it was felt that a statewide trend would be more appropriate for the purposes of Figure C.

The reader will note, with the factor of attrition added, that there will be even fewer available seniors when the current enrollment "peak" reaches graduation. In fact, there will be no "peak" in some of the school districts where one appeared in Figure B. This phenomenon is even more striking when applied to the current first grade classes, especially in the larger school districts. Note, for instance, the difference between the lengths of middle and right hand bars on Figure B and C for Waterloo and Cedar Falls, both of which are large school districts.

As with Figure B, private school enrollments are not included in Figure C.

Figure D depicts a summary of the data from elementary and secondary school enrollments in Area VII. Once again, the left bar represents 1972 senior class enrollment. The middle bar represents the "peak" enrollment grade; in Area VII, that is sixth grade in private, and fifth grade in public schools. The right bar depicts the 1972 first grade enrollment. Three bar sets are shown: Private school, public school, and total area enrollment.

By calculating the drop-out rates for school district sizes using the percentages cited above and prorating this distribution across the total, a projected 14% drop-out rate for grades 7-12 was determined for Area VII.

An obvious fact disclosed by the information on this map is that there is a decline in enrollment from the peak year to grade one in nearly every school district in Area IX. In only the Preston, Bellevue, and Calamus Districts is there a greater number in first grade than in the "peak."

It should be noted that Figure B does not include information on private school enrollments. It is obvious that large parochial school enrollments would have significant effects on the total number of students.

Another factor omitted in Figure B is that of student attrition, or drop-outs. This factor is estimatied and depicted in Figure C.

According to data gathered by the Guidance Services Section of the Iowa State Department of Public Instruction, on a state-wide basis, school districts with a total enrollment of more than 3,000 experience an average drop-out rate of approximately 22% for grades seven through twelve. On the other hand, school districts with total enrollments of less than 3,000 students enjoy, on the average, drop-out rates of only approximately seven percent on a statewide basis. Figure C was based on the assumption that these percentages would generalize to the individual school districts within the state. Since statistics concerning the actual rate of attrition for individual school districts lack stability over time, and do not deviate significantly from the statewide rate at any time, it was felt that a statewide trend would be more appropriate for the purposes of Figure C.

The reader will note, with the factor of attrition added, that there will be even fewer available seniors when the current enrollment "peak" reaches graduation. In fact, there will be no "peak" in some of the school districts where one appeared in Figure B. This phenomenon is even more striking when applied to the current first grade classes, especially in the larger school districts. Note, for instance, the difference between the lengths of middle and right hand bars on Figures B and C for Davenport, Clinton, Muscatine, and Bettendorf districts.

As with Figure B, private school enrollments are not included in Figure C.

Figure D depicts a summary of the data from elementary and secondary school enrollments in Area IX. Once again, the left bar represents 1972 senior class enrollment. The middle bar represent the "peak" enrollment grade; in Area IX, that is sixth grade in both private and public schools. The right bar depicts the 1972 first grade enrollment. Three bar sets are shown: private school, public school, and total area enrollment.

By calculating the drop-out rates for school district sizes using the percentages cited above and prorating this distribution across the total, a projected drop-out rate for grades 7-12 was determined for Area IX.

An obvious fact disclosed by the information on this map is that there is a decline in enrollment from the peak year to grade one in most school districts in Area X. In the Monticello, Amana, Williamsburg and HLV districts there is a continuing decline from the current twelfth grade through kindergarten, with no"peak." The opposite is true in several districts which do not peak until the first grade; as in the Iowa City, Linn Mar, and Shellsburg school districts.

It should be noted that Figure B does not include information on private school enrollments. It is obvious that large parochial school enrollments have significant effects on the total number of students.

Another factor omitted in Figure B is that of student attrition, or drop-outs. This factor is estimated and depicted in Figure C.

According to data gathered by the Guidance Services Section of the Iowa State Department of Public Instruction, on a state-wide basis, school districts with a total enrollment of more than 3,000 experience an average approximate drop-out rate of approximately 22% for grades seven through twelve. On the other hand, school districts with total enrollments of less than 3,000 students enjoy, on the average, drop-out rates of only approximately seven percent on a statewide basis. Figure C was based on the assumption that these percentages would generalize to the individual school districts within the state. Since statistics concerning the actual rate of attrition for individual school districts lack stability over time, and do not deviate significantly from the statewide rate at any time, it was felt that a statewide trend would be more appropriate for the purposes of Figure C.

The reader will note, with the factor of attrition added, that there will be even fewer available seniors when the current enrollment "peak" reaches graduation. In fact, there will be no "peak" in some of the school districts where one appeared in Figure B. This phenomenon is even more striking when applied to the current first grade classes, especially in the larger school districts. Note, for instance, the difference between the lengths of middle and right hand bars on Figures B and C for Cedar Rapids and Iowa City.

As with Figure B, private school enrollments are not included in Figure C.

Figure D depicts a summary of the data from elementary and secondary school enrollments in Area X. Once again, the left bar represents 1972 senior class enrollment. The middle bar represents the "peak" enrollment grade; in Area X, that is sixth grade in private, and seventh grade in public schools. The right bar depicts the 1972 first grade enrollment. Three bar sets are shown: private school, public school, and total area enrollment.

By calculating the drop-out rates for school district sizes using the percentages cited above and prorating this distribution across the total, a projected 14% drop-out rate for grades 7-12 was determined for Area X.

An obvious fact disclosed by the information on this map is that there is a decline in enrollment from the peak year to grade one in most school districts in Area XI. In fact, in the Nesco and Boone districts there is a continuing decline from the current twelfth grade through kindergarten, with no "peak."

It should be noted that Figure B does not include information on private school enrollments. It is obvious that large parochial school enrollments have significant effects on the total number of students.

Another factor omitted in Figure B is that of student attrition, or dropping-out. This factor is estimated and depicted in Figure C.

According to data gathered by the Guidance Services Section of the Iowa State Department of Public Instruction, on a state-wide basis, school districts with a total enrollment of more than 3,000 experience an average drop-out rate of approximately 22% for grades seven through twelve. On the other hand, school districts with total enrollments of less than 3,000 students enjoy, on the average, drop-out rates of only approximately seven percent on a statewide basis. Figure C was based on the assumption that these percentages would generalize to the individual school districts within the state. Since statistics concerning the actual rate of attrition for individual school districts lack stability over time, and do not deviate significantly from the statewide rate at any time, it was felt that a statewide trend would be more appropriate for the purposes of Figure C.

The reader will note, with the factor of attrition added, that there will be even fewer available seniors when the current enrollment "peak" reaches graduation. In fact, there will be no "peak" in some of the school districts where one appeared in Figure B. This phenomenon is even more striking when applied to the current first grade classes, especially in the larger school districts. Note, for instance, the difference between the lengths of middle and right hand bars on Figures B and C for Des Moines, West Des Moines, and Ames school districts.

As with Figure B, private school enrollments are not included in Figure C.

Figure D depicts a summary of the data from elementary and secondary school enrollments in Area XI. Once again, the left bar represents 1972 senior class enrollment. The middle bar represents the "peak" enrollment grade; in Area XI, that is fifth grade in private, and seventh grade in public schools. The right bar depicts the 1972 first grade enrollment. Three bar sets are shown: private school, public school, and total area enrollment.

By calculating the drop-out rates for school district sizes using the percentages cited above and prorating this distribution across the total, a projected 15% drop-out rate for grades 7-12 was determined for Area XI. The actual drop-out rate for all of Area XI for Fiscal Year 1972 was 18.7% for grades seven through twelve. The actual twelfth grade rate was 4.7%. The effect of these actual rather than projected rates is shown in Figure E.

An obvious fact disclosed by the information on this map is that there is a decline in enrollment from the peak year to grade one in every school district in Area XII but Willow. In the Aurelia district there is a continuing decline from the current twelfth grade through kindergarten, with no "peak."

It should be noted that Figure B does not include information on private school enrollments. It is obvious that large parochial school enrollments have significant effects on the total number of students.

Another factor omitted in Figure B is that of student attrition, or drop-outs. This factor is estimated and depicted in Figure C.

According to data gathered by the Guidance Services Section of the Iowa State Department of Public Instruction, on a state-wide basis, school districts with a total enrollment of more than 3,000 experience an average drop-out rate of approximately 22% for grades seven through twelve. On the other hand, school districts with total enrollments of less than 3,000 students enjoy, on the average, drop-out rates of only approximately seven percent on a statewide basis. Figure C was based on the assumption that these percentages would generalize to the individual school districts within the state. Since statistics concerning the actual rate of attrition for individual school districts lack stability over time, and do not deviate significantly from the statewide rate at any time, it was felt that a statewide trend would be more appropriate for the purposes of Figure C.

The reader will note, with the factor of attrition added, that there will be even fewer available seniors when the current enrollment "peak" reaches graduation. In fact, there will be no "peak" in some of the school districts where one appeared in Figure B. This phenomenon is even more striking when applied to the current first grade classes, especially in the larger school districts. Note, for instance, the difference between the lengths of middle and right hand bars on Figures B and C for Sioux City.

Figure D depicts a summary of the data from elementary and secondary school enrollments in Area XII. Once again, the left bar represents 1972 senior class enrollment. The middle bar represents the "peak" enrollment grade; In Area XII, that is sixth grade in both private and public schools. The right bar depicts the 1972 first grade enrollment. Three bar sets are shown: private school, public school, and total area enrollment.

By calculating the drop-out rates for school district sizes using the percentages cited above and prorating this distribution across the total, a projected 13% drop-out rate for grades 7-12 was determined for Area XII.

An obvious fact disclosed by the information on this map is that there is a decline in enrollment from the peak year to grade one in every school district in Area XIII. In several districts, as Clarinda, South Page, and Harlan, there is a continuing decline from the current twelfth grade through kindergarten, with no "peak."

It should be noted that Figure B does not include information on private school enrollments. It is obvious that large parochial school enrollments have significant effects on the total number of students.

Another factor omitted in Figure B is that of student attrition, or drop-outs. This factor is estimated and depicted in Figure C.

According to data gathered by the Guidance Services Section of the Iowa State Department of Public Instruction, on a state-wide basis, school districts with a total enrollment of more than 3,000 experience an average drop-out rate of approximately 22% for grades seven through twelve. On the other hand, school districts with total enrollments of less than 3,000 students enjoy, on the average, drop-out rates of only approximately seven percent on a statewide basis. Figure C was based on the assumption that these percentages would generalize to the individual school districts within the state. Since statistics concerning the actual rate of attrition for individual school districts lack stability over time, and do not deviate significantly from the statewide rate at any time, it was felt that a statewide trend would be more appropriate for the purposes of Figure C.

The reader will note, with the factor of attrition added, that there will be even fewer available seniors when the current enrollment "peak" reaches graduation. In fact, there will be no "peak" in some of the school districts where one appeared in Figure B. This phenomenon is even more striking when applied to the current first grade classes, especially in the larger school districts. Note, for instance, the difference between the lengths of middle and right hand bars on Figures B and C for Council Bluffs.

As with Figure B, private school enrollments are not included in Figure C.

Figure D depicts a summary of the data from elementary and secondary school enrollments in Area XIII. Once again, the left bar represents 1972 senior class enrollment. The middle bar represents the "peak" enrollment grade; in Area XIII, that is sixth grade in both private and public schools. The right bar depicts the 1972 first grade enrollment. Three bar sets are shown: private school, public school, and total area enrollment.

By calculating the drop-out rates for school district sizes using the percentages cited above and prorating this distribution across the total a projected 12% drop-out rate for grades 7-12 was determined for Area XIII.

An obvious fact disclosed by the information on this map is that there is a decline in enrollment from the peak year to grade one in every school district in Area XIV. In fact, in the New Market district there is a continuing decline from the current twelfth grade through kindergarten, with no "peak."

It should be noted that Figure B does not include information on private school enrollments. It is obvious that large parochial school enrollments, which, of course, do not exist in Area XIV, would have significant effects on the total number of students.

Another factor omitted in Figure B is that of student attrition, or drop-outs. This factor is estimated and depicted in Figure C.

According to data gathered by the Guidance Services Section of the Iowa State Department of Public Instruction, on a state-wide basis, school districts with a total enrollment of more than 3,000 experience an average drop-out rate of approximately 22% for grades seven through twelve. On the other hand, school districts with total enrollments of less than 3,000 students enjoy, on the average, drop-out rates of only approximately seven percent on a statewide basis. Figure C was based on the assumption that these percentages would generalize to the individual school districts within the state. Since statistics concerning the actual rate of attrition for individual school districts lack stability over time, and do not deviate significantly from the statewide rate at any time, it was felt that a statewide trend would be more appropriate for the purposes of Figure C.

The reader will note, with the factor of attrition added, that there will be even fewer available seniors when the current enrollment "peak" reaches graduation. In fact, there will be no "peak" in some of the school districts where one appeared in Figure B. This phenomenon is even more striking when applied to the current first grade classes, since there are fewer students enrolled in the grade to begin with. Since there are no "large" school districts in Area XIV, the 22% drop-out rate does not apply.

As with Figure B, private school enrollments are not included in Figure C.

Figure D depicts a summary of the data from elementary and secondary school enrollments in Area XIV. Once again, the left bar represents 1972 senior class enrollment. The middle bar represents the "peak" enrollment grade; in Area XIV, that is sixth grade in private, and eighth grade in public schools. The right bar depicts the 1972 first grade enrollment. "Three bar sets are shown: private school, public school, and total area enrollment.

As mentioned earlier, because all school districts in Area XIV have fewer than 3,000 students, the 7% estimate drop-out figure was used. The actual drop-out rate for all of Area XIV for Fiscal Year 1972 was 11.0% for grades seven through twelve. The effect of this actual rather than projected rate is shown in Figure E.

An obvious fact disclosed by the information on this map is that there is a decline in enrollment from the peak year to grade one in every school district in Area XV. In the Tri-county, Hedrick, Pekin, Keota, and A.C.L. districts there is a continuing decline from the current twelfth grade through kindergarten, with no "peak." The phenomenon of enrollment peak followed by a decline is most pronounced in the largest districts in the area.

It should be noted that Figure B does not include information on private school enrollments. It is obvious that large parochial school enrollments would have significant effects on the total number of students.

Another factor omitted in Figure B is that of student attrition, or drop-outs. This factor is estimated and depticted in Figure C.

According to data gathered by the Guidance Services Section of the Iowa State Department of Public Instruction, on a state-wide basis, school districts with a total enrollment of more than 3,000 experience an average drop-out rate of approximately 22% for grades seven through twelve. On the other hand, school districts with total enrollments of less than 3,000 students enjoy, on the average, drop-out rates of only approximately seven percent on a statewide basis. Figure C was based on the assumption that these percentages would generalize to the individual school districts within the state. Since statistics concerning the actual rate of attrition for individual school districts lack stability over time, and do not deviate significantly from the statewide rate at any time, it was felt that a statewide trend would be more appropriate for the purposes of Figure C.

The reader will note, with the factor of attrition added, that there will be even fewer available seniors when the current enrollment "peak" reaches graduation. In fact, there will be no "peak" in some of the school districts where one appeared in Figure B. This phenomenon is even more striking when applied to the current first grade classes, especially in the larger school districts. Note, for instance, the difference between the lengths of middle and right hand bars on Figures B and C for Ottumwa.

As with Figure B, private school enrollments are not included in Figure C.

Figure D depicts a summary of the data from elementary and secondary school enrollments in Area XV. Once again, the left bar represents 1972 senior class enrollment. The middle bar represents the "peak" enrollment grade; in Area XV, that is sixth grade in both private and public schools. The right bar depicts the 1972 first grade enrollment. Three bar sets are shown: private school, public school, and total area enrollment.

By calculating the drop-out rates for school district sizes using the percentages cited above and prorating this distribution across the total, a projected 12% drop-out rate for grades 7-12 was determined for Area XV.

An obvious fact disclosed by the information on this map is that there is a decline in enrollment from the peak year to grade one in most school districts in Area XVI. In the Winfield-Mount Union district there is a continuing decline from the current twelfth grade through kindergarten with no "peak." The phenomenon of enrollment "peak" followed by a further increase, an unusual occurrence in Iowa, is found in the Mount Pleasant and Central school Districts.

It should be noted that Figure B does not include information on private school enrollments. It is obvious that large parochial school enrollments, in the larger cities of Area XVI, have significant effects on the total number of students.

Another factor omitted in Figure B is that of student attrition, or drop-outs. This factor is estimated and depicted in Figure C.

According to data gathered by the Guidance Services Section of the Iowa State Department of Public Instruction, on a state-wide basis, school districts with a total enrollment of more than 3,000 experience an average drop-out rate of approximately 22% for grades seven through twelve. On the other hand, school districts with total enrollments of less than 3,000 students enjoy, on the average, drop-out rates of only approximately seven percent on a statewide basis. Figure C was based on the assumption that these percentages would generalize to the individual school districts within the state. Since statistics concerning the actual rate of attrition for individual school districts lack stability overtime, and do not deviate significantly from the statewide rate at any time, it was felt that a statewide trend would be more appropriate for the purposes of Figure C.

The reader will note, with the factor of attrition added, that there will be even fewer available seniors when the current enrollment "peak" reaches graduation. In fact, there will be no "peak" in some of the school districts where one appeared in Figure B. This phenomenon is even more striking when applied to the current first grade classes, especially in the larger school districts. Note, for instance, the difference between the lengths of middle and right-hand bars on Figures B and C for Burlington, Fort Madison and Keokuk, all of which lose their "peak."

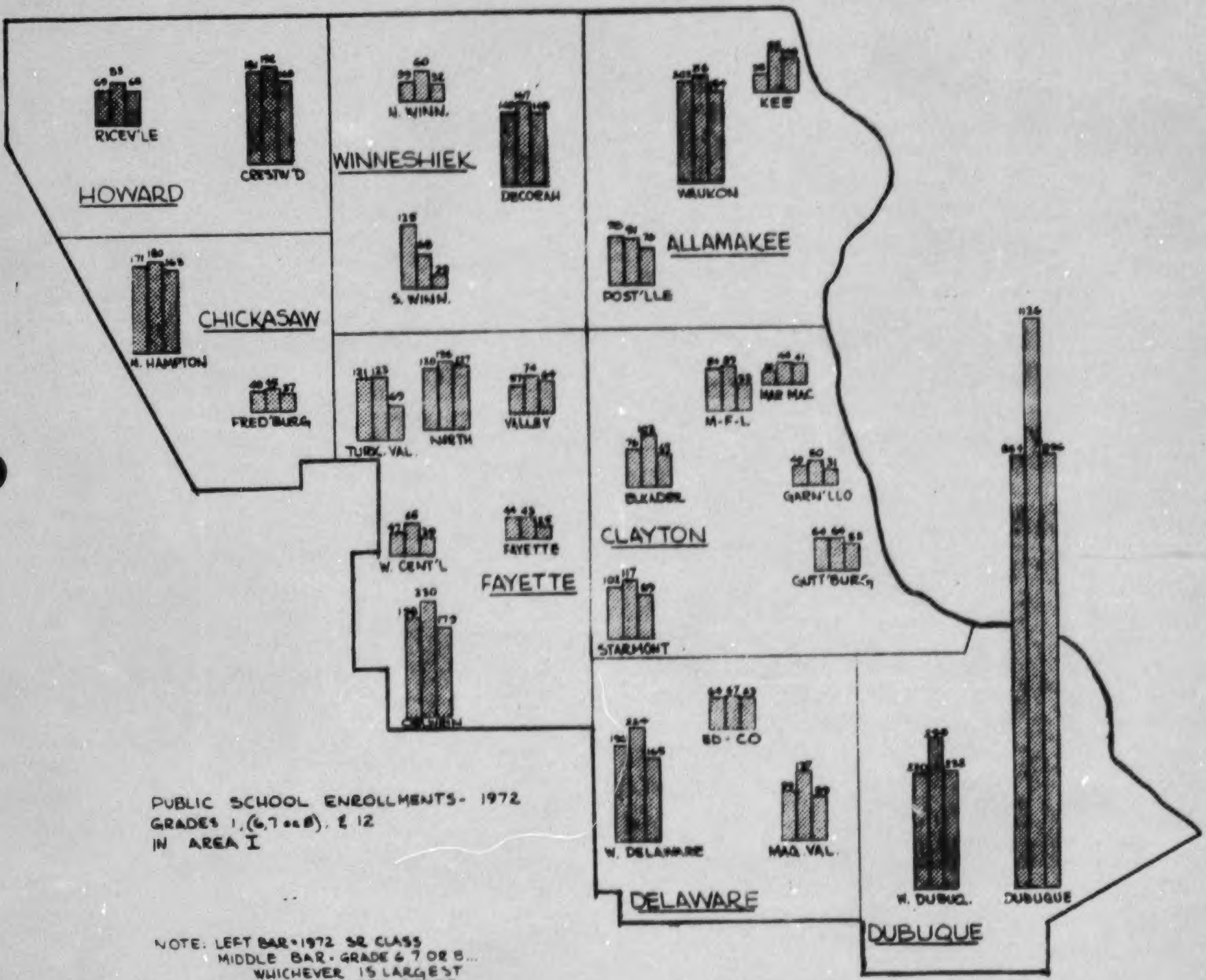
As with Figure B, private school enrollments are not included in Figure C.

Figure D depicts a summary of the data from elementary and secondary school enrollments in Area XVI. Once again, the left bar represents 1972 senior class enrollment. The middle bar represents the "peak" enrollment grade; in Area XVI, that is eighth grade in private, and fifth grade in public schools. The right bar depicts the 1972 first grade enrollment. Three bar sets are shown: private school, public school, and total area enrollment.

By calculating the drop-out rates for school district sizes using the percentages cited above and prorating this distribution across the total, a projected 16% drop-out rate for grades 7-12 was determined for Area XVI.

FIGURE B

AREA I
PUBLIC SCHOOL ENROLLMENTS
1972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RICEV'LE
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CRESTW'D
WINNESHIEK
N. WINN.
60
DECORAH
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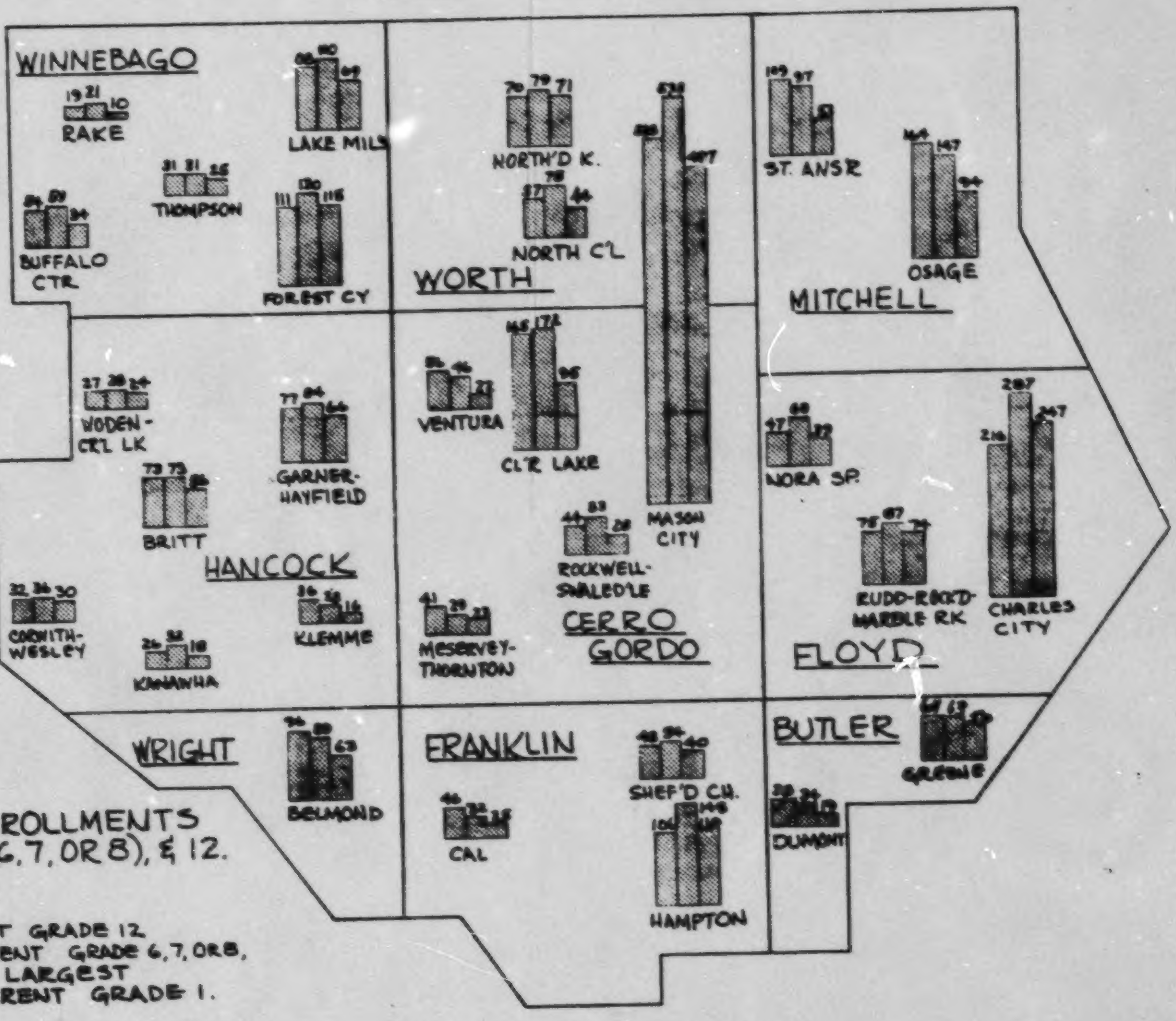
S. WINN.
128
ALLAMAKEE
WAUKON
KEE
POST'LLE
70
CHICKASAW
N. HAMPTON
171
180
169
FRED'BURG
40
37
TURK. VAL.
121
123
69
NORTH
130
156
137
VALLEY
74
W. CENT'L
66
FAYETTE
FAYETTE
330
179
CLAYTON
M-F-L
MAR MAC
46
41
ELKADER
GARN'LLO
50
31
GUTT'BURG
STARMONT
117
89
DELAWARE
ED-CO
W. DELAWARE
165
MAQ. VAL.
DUBUQUE
W. DUBUQ.
DUBUQUE
1136

PUBLIC SCHOOL ENROLLMENTS- 1972
GRADES 1, (6,7 or 8), & 12
IN AREA I

NOTE: LEFT BAR=1972 SR CLASS
MIDDLE BAR- GRADE 6 7 OR 8...
WHICHEVER IS LARGEST
RIGHT BAR- FIRST GRADE

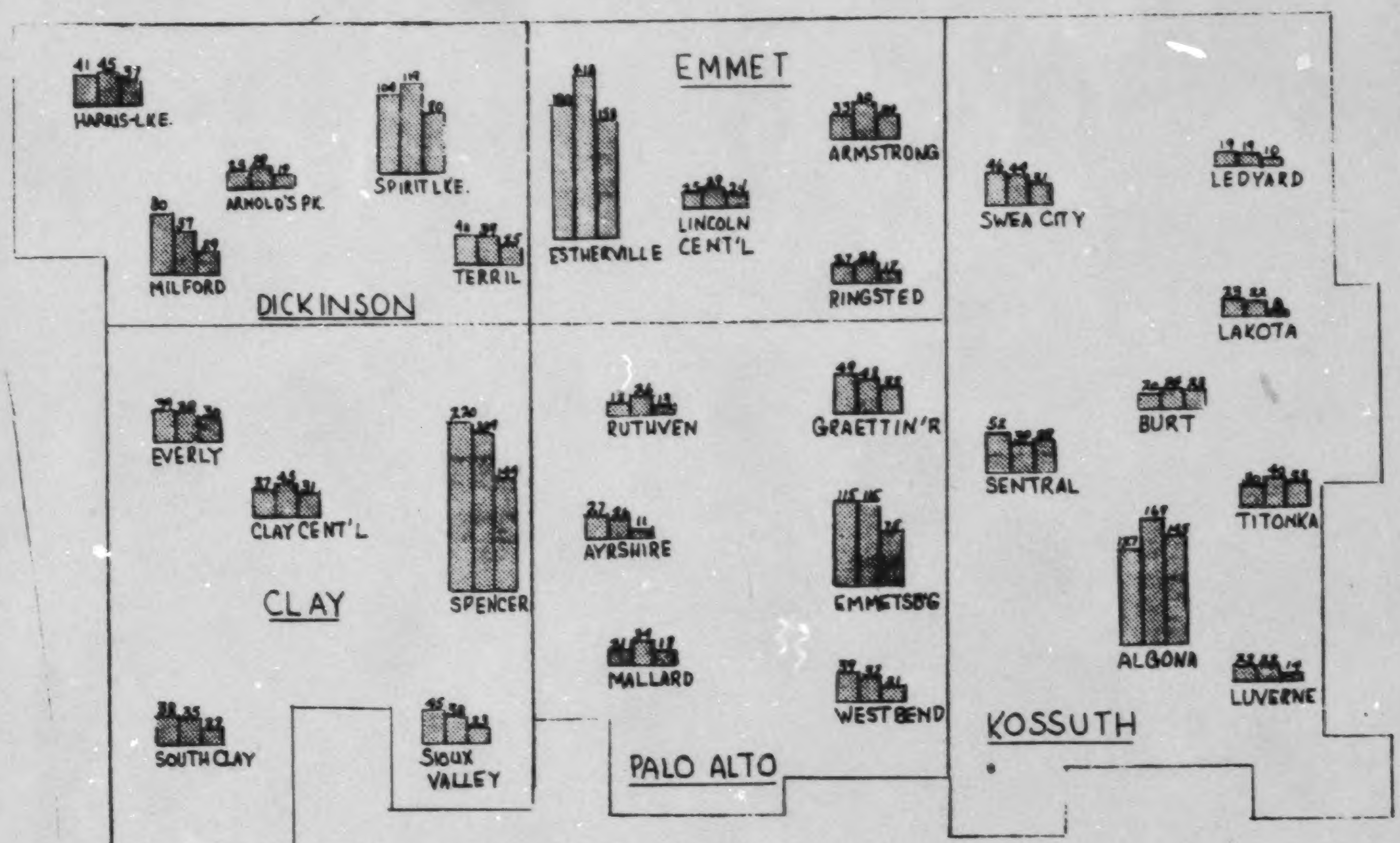
FIGURE B



PUBLIC SCHOOL ENROLLMENTS
1972 - GRADES 1,(6,7,OR 8), & 12.
AREA 2

NOTE: LEFT BAR • CURRENT GRADE 12
MIDDLE BAR • CURRENT GRADE 6, 7, OR 8, WHICHEVER IS LARGEST
RIGHT BAR • CURRENT GRADE 1.

FIGURE B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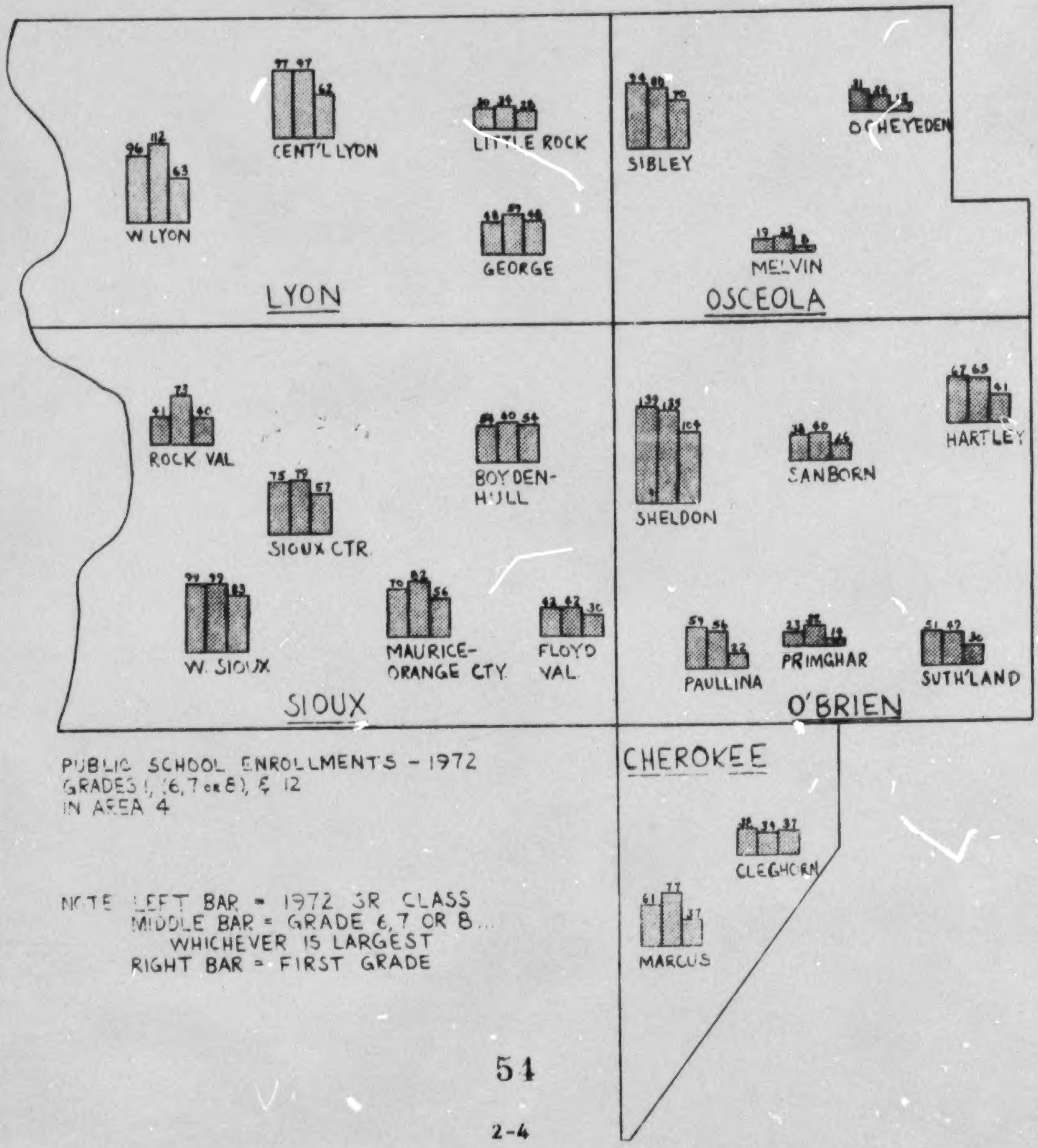
HARRIS-LKE.
ARNOLD'S PK.
104 119 80
SPIRIT LKE.
80 57
MILFORD
40
TERRIL
EMMET
218 158
ESTHERVILLE
LINCOLN CENT'L
ARMSTRONG
RINGSTED
KOSSUTH
46 44 31
SWEA CITY
19 19 10
LEDYARD
23 22
LAKOTA
BURT
52
SENTRAL
TITONKA
127 169 145
ALGONA
LUVERNE
CLAY
EVERLY
37 45 31
CLAY CENT'L
220
SPENCER
38 35 22
SOUTH CLAY
45 38
SIOUX VALLEY
PALO ALTO
24
RUTHVEN
22 11
AYRSHIRE
21 34 18
MALLARD
49
GRAETTIN'R
115 116 76
EMMETSB'G
WEST BEND

Area 3
Public School Enrollments - 1972
Grades 1,(6,7, or 8), & 12

NOTE: LEFT BAR = 1972 SR. CLASS
MIDDLE BAR = GRADE 6, 7, OR 8...
WHICHEVER IS LARGEST
RIGHT BAR = FIRST GRADE

FIGURE B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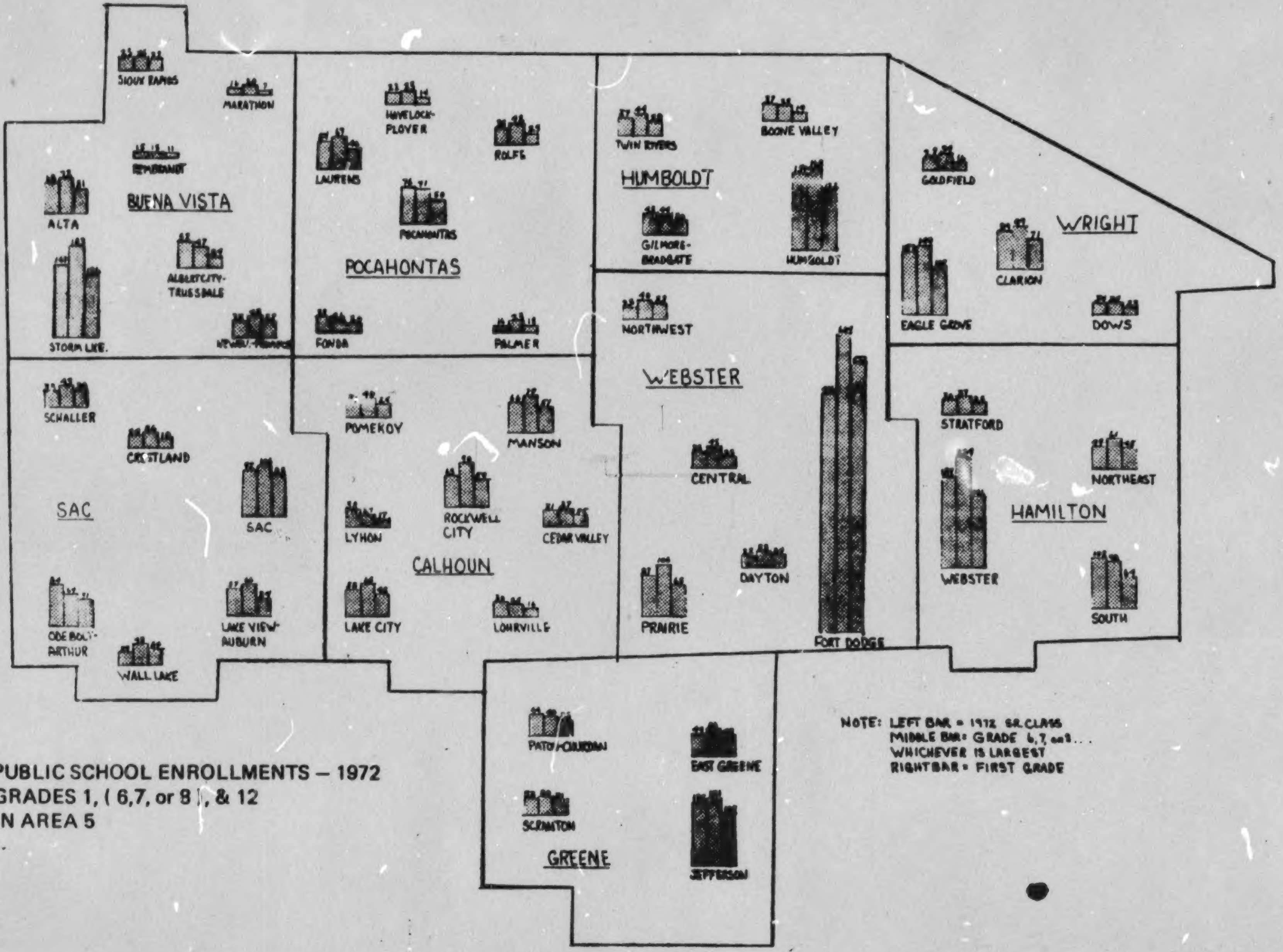
W LYON
97 97 62
CENT'L LYON
LITTLE ROCK
48 57 48
GEORGE
LYON
94 88 70
SIBLEY
OCHEYEDEN
19 23 6
MELVIN
OSCEOLA
41 73 40
ROCK VAL
75 79 57
SIOUX CTR.
60 54
BOYDEN-HULL
99 99 83
W. SIOUX
70 82 56
MAURICE-ORANGE CTY.
42 42 30
FLOYD VAL.
SIOUX
139 135 104
SHELDON
38 40 26
SANBORN
67 65 41
HARTLEY
59 56 22
PAULLINA
23 14
PRIMGHAR
51 47 30
SUTH'LAND
O'BRIEN
CHEROKEE
34 37
CLEGHORN
61 77 37
MARCUS

PUBLIC SCHOOL ENROLLMENTS - 1972
GRADES 1, (6,7 or 8), & 12
IN AREA 4

NOTE LEFT BAR = 1972 SR CLASS
MIDDLE BAR = GRADE 6, 7 OR 8 ... WHICHEVER IS LARGEST
RIGHT BAR = FIRST GRADE

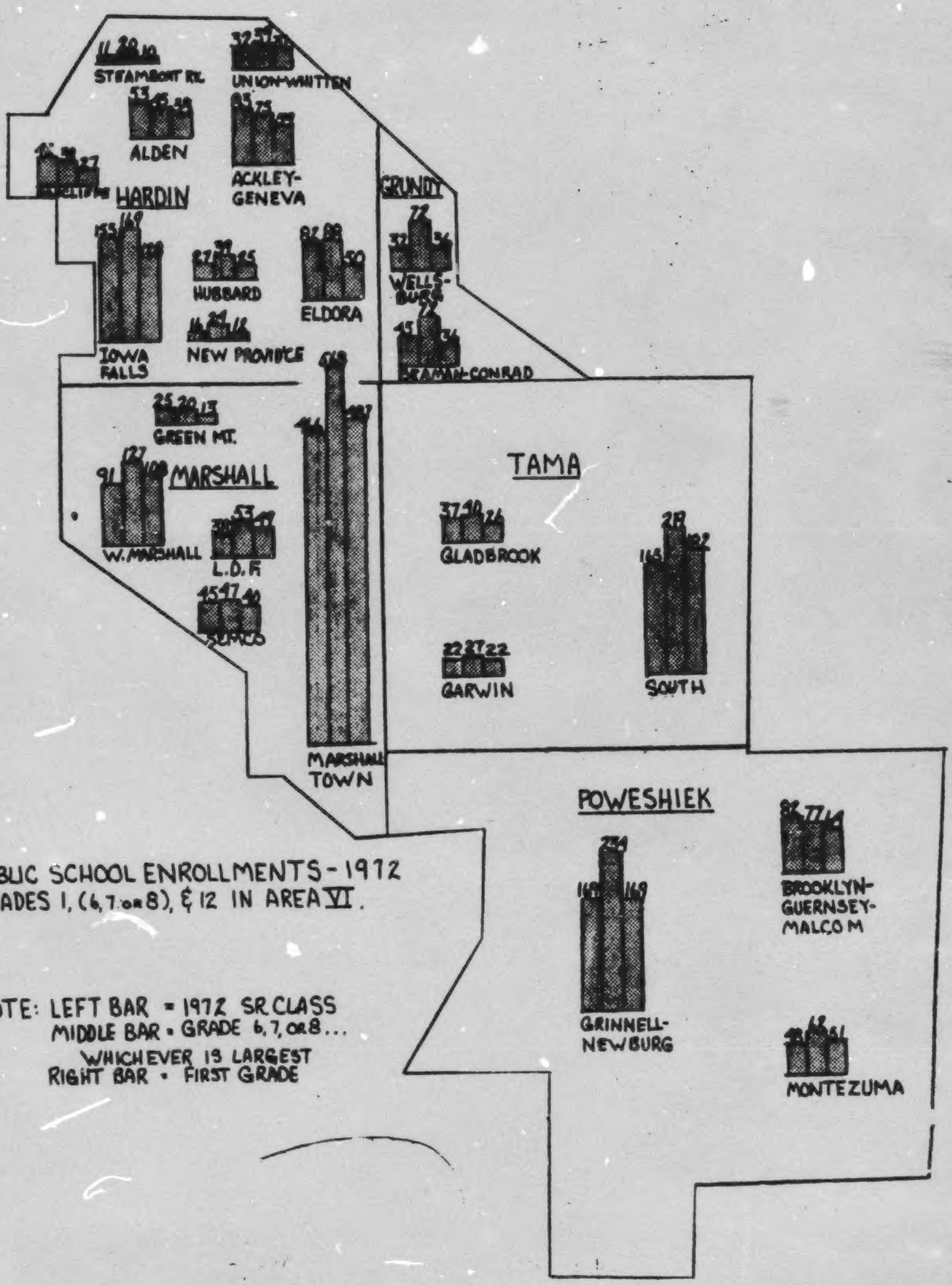
FIGURE


SIOUX RAPIDS
MARATHON
REMBRANDT
ALTA
BUENA VISTA
STORM LAKE
ALBERT CITY-TRUESDALE
NEWELL-FONDA
LAURENS
HAVELOCK-PLOVER
ROLFE
POCAHONTAS
POCAHONTAS
FONDA
PALMER
TWIN RIVERS
BOONE VALLEY
HUMBOLDT
GILMORE-BRADGATE
HUMBOLDT
GOLDFIELD
WRIGHT
CLARION
EAGLE GROVE
DOWS
SCHALLER
CRESTLAND
SAC
SAC
ODEBOLT-ARTHUR
WALL LAKE
LAKE VIEW-AUBURN
POMEROY
MANSON
LYTTON
ROCKWELL CITY
CEDAR VALLEY
CALHOUN
LAKE CITY
LOHRVILLE
NORTHWEST
WEBSTER
CENTRAL
DAYTON
PRAIRIE
FORT DODGE
STRATFORD
NORTHEAST
HAMILTON
WEBSTER
SOUTH
PATON-CHURDAN
EAST GREENE
SCRANTON
GREENE
JEFFERSON

NOTE: LEFT BAR = 1972 SR. CLASS
MIDDLE BAR: GRADE 6, 7, or 8...
WHICHEVER IS LARGEST
RIGHT BAR = FIRST GRADE

PUBLIC SCHOOL ENROLLMENTS – 1972
GRADES 1, (6,7, or 8), & 12
IN AREA 5

FIGURE B



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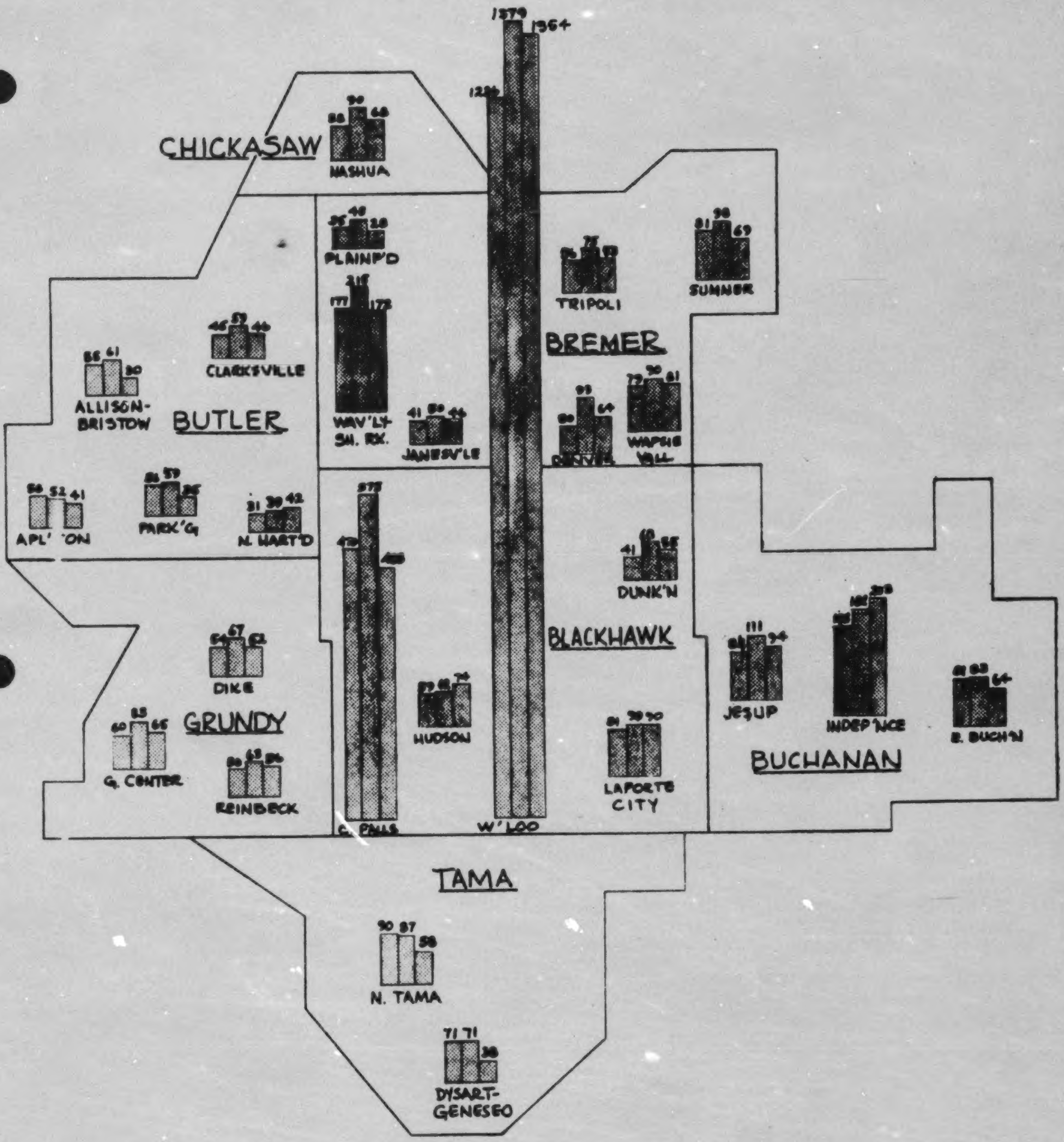
STEAMBOAT RK.
32 57
UNION-WHITTEN
53 45
ALDEN
85 75
ACKLEY-GENEVA
38 27
155 169
IOWA FALLS
27 39 25
HUBBARD
87 88 50
ELDORA
16 24 16
NEW PROVIDENCE
GRUNDY
32 72 36
WELLSBURG
45 72 36
BEAMAN-CONRAD
MARSHALL
25 20 13
GREEN MT.
91 127 100
W. MARSHALL
53
L.D.F.
45 47 40
SEMCO
MARSHALL TOWN
TAMA
37 40 26
GLADBROOK
22 27 22
GARWIN
165 217 192
SOUTH
POWESHIEK
234 169
GRINNELL-NEWBURG
77
BROOKLYN-GUERNSEY-MALCOM
62 51
MONTEZUMA

PUBLIC SCHOOL ENROLLMENTS - 1972
GRADES 1, (6, 7 or 8), & 12 IN AREA VI.

NOTE: LEFT BAR = 1972 SR CLASS
MIDDLE BAR = GRADE 6, 7, OR 8...
WHICHEVER IS LARGEST
RIGHT BAR = FIRST GRADE

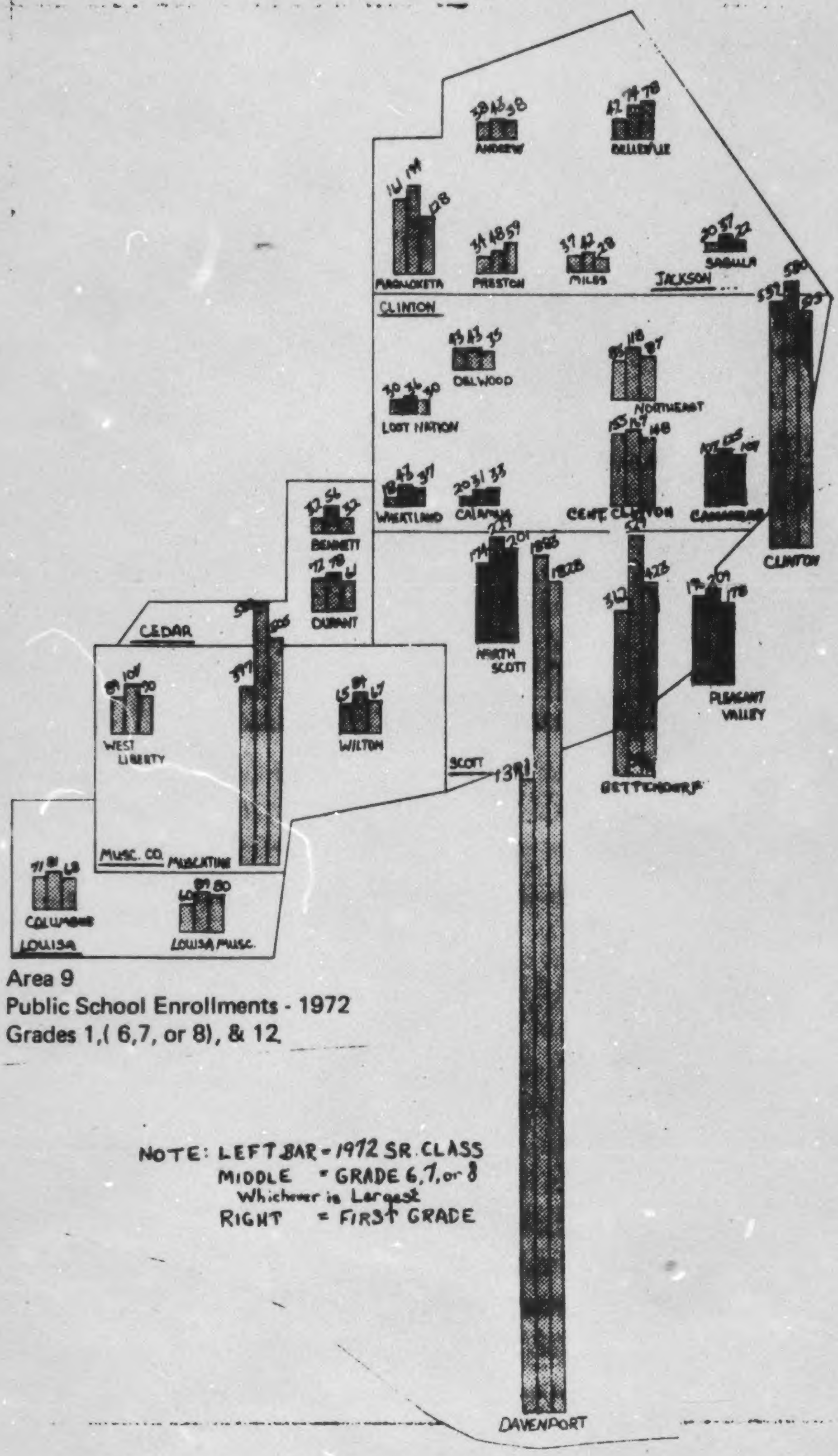
FIGURE B


CHICKASAW
90 68
NASHUA
48
PLAINF'D
177 215 172
WAV'LY-SH. RK.
41 50 44
JANESV'LE
46 53 46
CLARKSVILLE
55 61 30
ALLISON-BRISTOW
BUTLER
56 52 41
APL' 'ON
59
PARK'G
31 39 42
N. HART'D
1379 1364
W'LOO
C. FALLS
TRIPOLI
81 98 69
SUMNER
BREMER
93 64
DENVER
79 90 81
WAPSIE VALL
41 60 55
DUNK'N
BLACKHAWK
74
HUDSON
LAPORTE CITY
111 94
JESUP
INDEP'NCE
64
E. BUCH'N
BUCHANAN
54 67 62
DIKE
GRUNDY
60 83 65
G. CENTER
63
REINBECK
TAMA
90 87 58
N. TAMA
71 71 38
DYSART-GENESEO

PUBLIC SCHOOL ENROLLMENTS - 1972
GRADES 1, (6,7 OR 8), & 12 IN AREA 7

NOTE: LEFT BAR = 12TH GRADE
MIDDLE BAR = 6, 7, OR 8, WHICHEVER IS LARGEST
RIGHT BAR = 1ST GRADE

FIGURE B

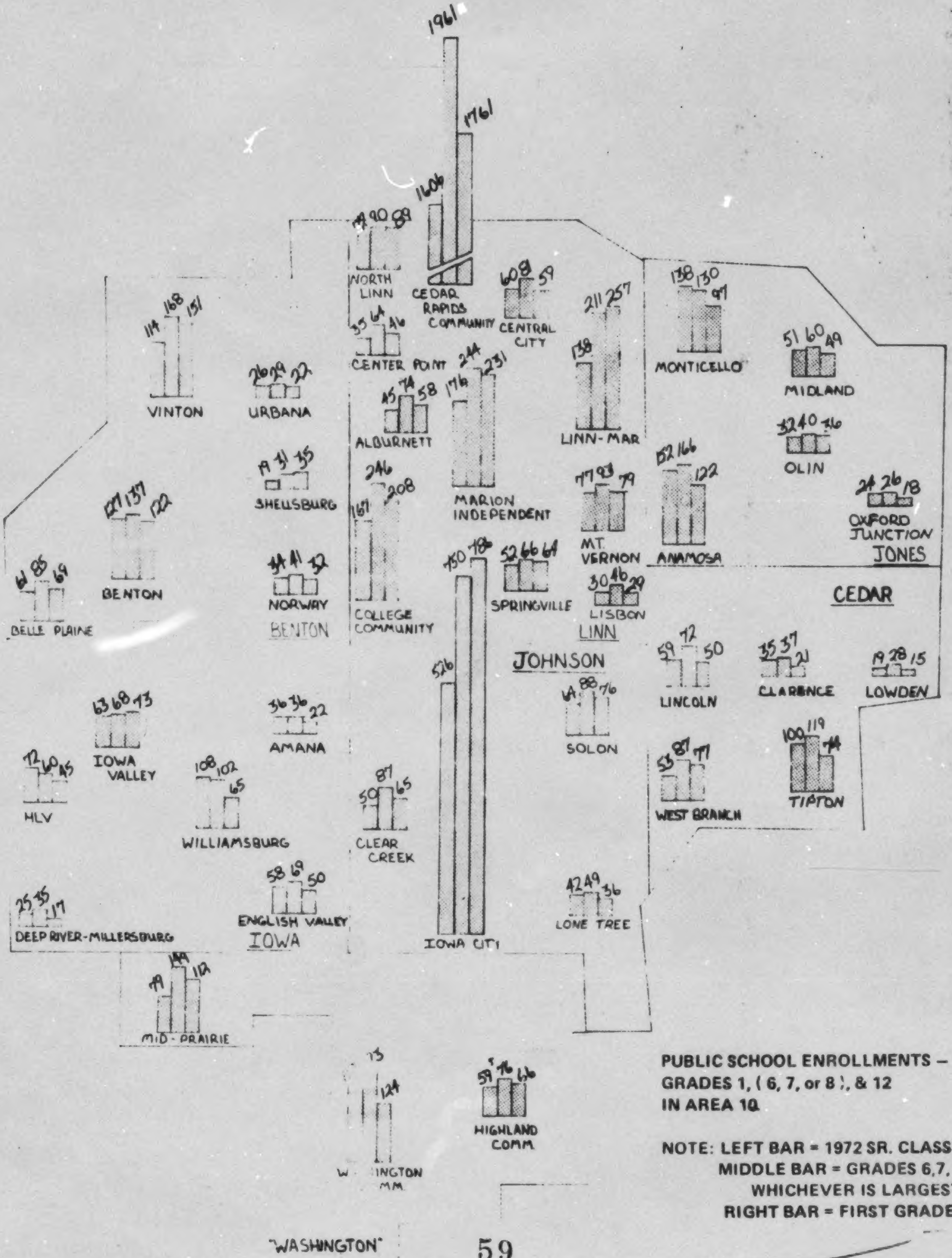


39 43 38
ANDREW
42 74 78
BELLEVUE
161 194 128
MAQUOKETA
34 48 59
PRESTON
37 42 28
MILES
20 37 22
SABULA
JACKSON
CLINTON
43 43 35
DELWOOD
30 36 40
LOST NATION
96 118 87
NORTHEAST
155 167 148
CENT. CLINTON
172 155 107
CAMANCHE
532 580 373
CLINTON
18 43 37
WHEATLAND
20 31 33
CALAMUS
37 56 52
BENNETT
72 78 61
DURANT
CEDAR
174 221 201
NORTH SCOTT
1385 1928
1391
DAVENPORT
312 520 423
BETTENDORF
192 201 178
PLEASANT VALLEY
SCOTT
89 108 90
WEST LIBERTY
397 503 406
MUSCATINE
MUSC. CO.
65 84 67
WILTON
71 81 68
COLUMBUS
LOUISA
60 89 80
LOUISA MUSC.

Area 9
Public School Enrollments - 1972
Grades 1,(6,7, or 8), & 12

NOTE: LEFT BAR = 1972 SR. CLASS
MIDDLE = GRADE 6, 7, or 8
Whichever is Largest
RIGHT = FIRST GRADE

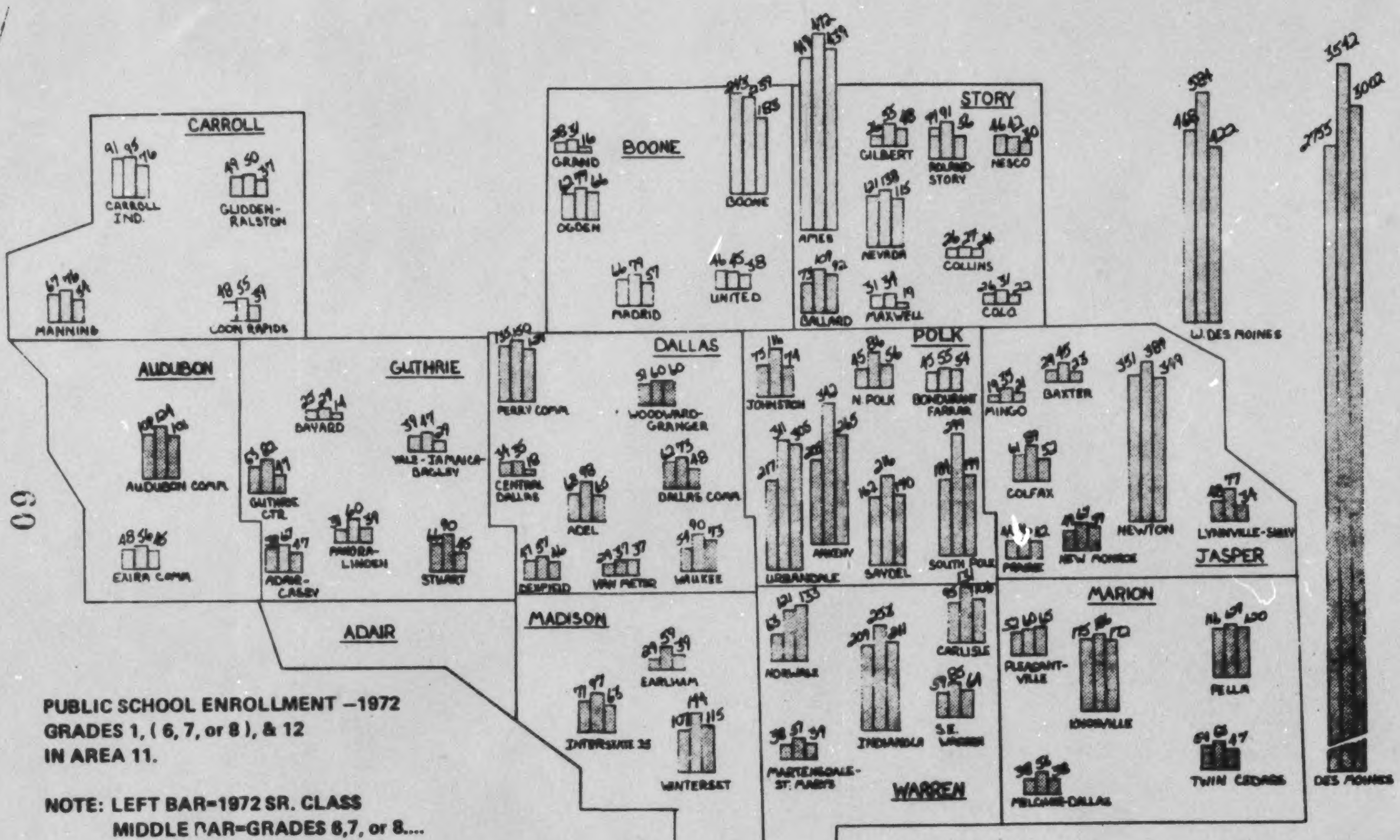
FIGURE B


1961
1761
1606
CEDAR RAPIDS COMMUNITY
79 90 89
NORTH LINN
60 81 59
CENTRAL CITY
35 64 46
CENTER POINT
114 168 151
VINTON
26 29 22
URBANA
45 74 58
ALBURNETT
176 244 231
MARION INDEPENDENT
138 211 257
LINN-MAR
138 130 97
MONTICELLO
51 60 49
MIDLAND
32 40 36
OLIN
24 26 18
OXFORD JUNCTION
JONES
19 31 35
SHELLSBURG
167 246 208
COLLEGE COMMUNITY
77 93 79
MT. VERNON
152 166 122
ANAMOSA
61 85 69
BELLE PLAINE
127 137 122
BENTON
34 41 32
NORWAY
BENTON
526 750 786
IOWA CITY
52 66 64
SPRINGVILLE
30 46 29
LISBON
LINN
CEDAR
JOHNSON
59 72 50
LINCOLN
35 37 21
CLARENCE
19 28 15
LOWDEN
64 88 76
SOLON
63 68 73
IOWA VALLEY
36 36 22
AMANA
72 60 45
HLV
108 102 65
WILLIAMSBURG
59 87 65
CLEAR CREEK
53 87 77
WEST BRANCH
100 119 74
TIPTON
25 35 17
DEEP RIVER-MILLERSBURG
58 69 50
ENGLISH VALLEY
IOWA
42 49 36
LONE TREE
79 149 112
MID-PRAIRIE
73 124
W INGTON MM
59 76 66
HIGHLAND COMM
"WASHINGTON"

PUBLIC SCHOOL ENROLLMENTS – 1972
GRADES 1, (6, 7, or 8), & 12
IN AREA 10

NOTE: LEFT BAR = 1972 SR. CLASS
MIDDLE BAR = GRADES 6,7, or 8....
WHICHEVER IS LARGEST
RIGHT BAR = FIRST GRADE

FIGURE B


CARROLL
91 95 76
CARROLL IND.
49 50 37
GLIDDEN-RALSTON
67 76 54
MANNING
48 55 39
COON RAPIDS
BOONE
28 31 16
GRAND
ODGEN
66 79 57
MADRID
46 45 38
UNITED
245 259 185
BOONE
472
AMES
73 109 92
GALLARD
STORY
GILBERT
91
ROLAND-STORY
46 42 30
NESCO
121 138 115
NEVADA
26 27 24
COLLINS
31 34 19
MAXWELL
26 31 22
COLO
584
465 422
W. DES MOINES
3542
2755 3002
DES MOINES
AUDUBON
AUDUBON COMM.
48 54 45
EXIRA COMM.
GUTHRIE
BAYARD
39 47
YALE-JAMAICA-BAGLEY
GUTHRIE CTR.
47
ADAIR-CASEY
60 39
PANORA-LINDEN
90 45
STUART
ADAIR
DALLAS
135 150
PERRY COMM.
51 60 60
WOODWARD-GRANGER
18
CENTRAL DALLAS
93 65
ADEL
73 48
DALLAS COMM.
51 46
DEXFIELD
37 37
VAN METER
54 90 73
WAUKEE
POLK
73 116 74
JOHNSTON
45 86 56
N. POLK
45 55 54
BONDURANT FARRAR
277
URBANDALE
342 265
ANKENY
162 216 190
SAYDEL
SOUTH POLK
MINGO
BAXTER
COLFAX
PRAIRIE
NEW MONROE
351 389 349
NEWTON
77
LYNNVILLE-SULLY
JASPER
MADISON
59 39
EARLHAM
71 97 65
INTERSTATE 35
144
107 115
WINTERSET
WARREN
63 121 133
NORWALK
253
209 241
INDIANOLA
CARLISLE
57 61
S.E. WARREN
38 51 39
MARTENSDALE-ST. MARYS
MARION
51 60 65
PLEASANTVILLE
175 186 172
KNOXVILLE
116 129 120
PELLA
54 65 47
TWIN CEDARS
38 56 38
MELCHER-DALLAS

PUBLIC SCHOOL ENROLLMENT –1972
GRADES 1, (6, 7, or 8), & 12
IN AREA 11.

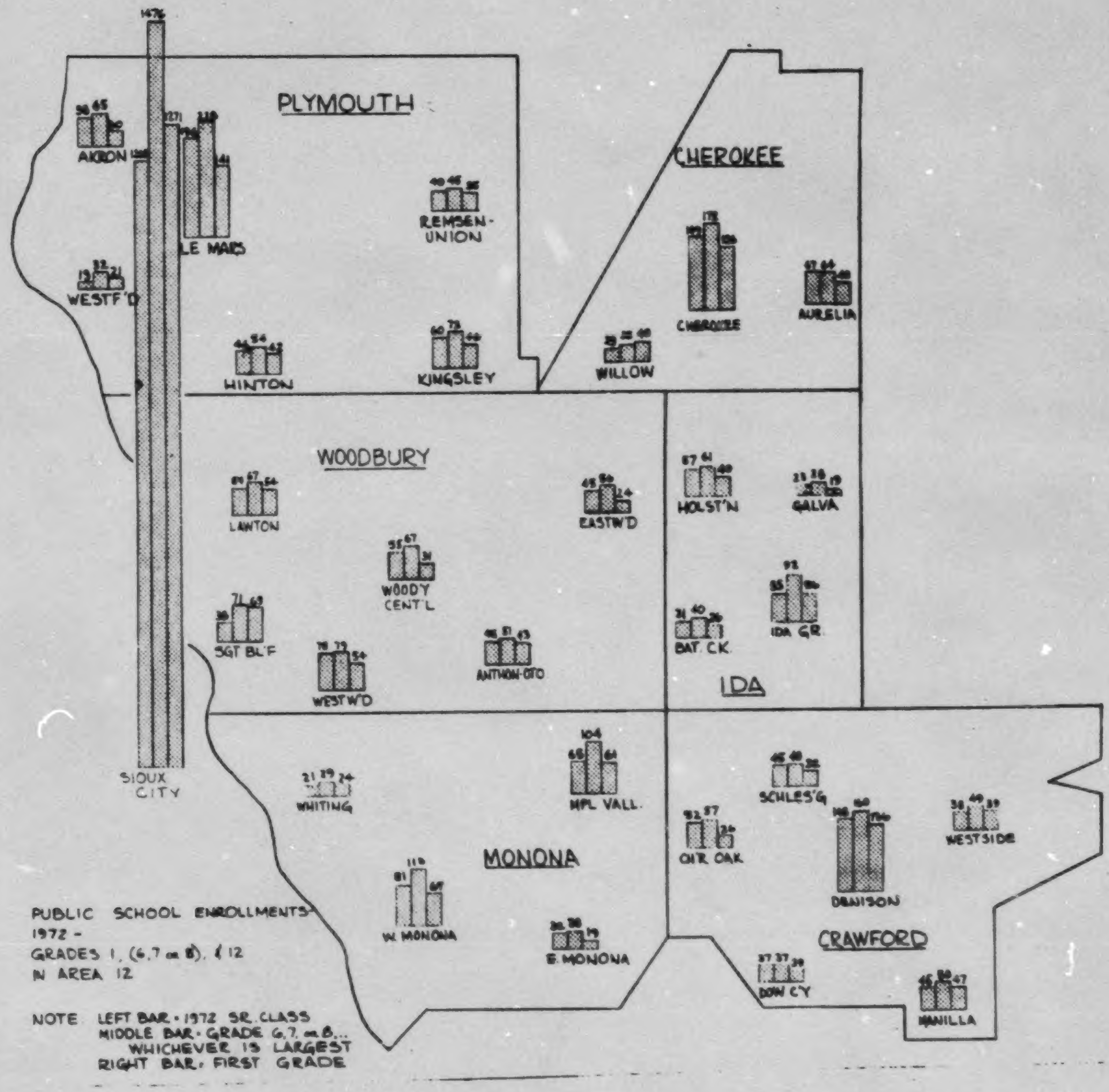
NOTE: LEFT BAR=1972 SR. CLASS
MIDDLE BAR=GRADES 6,7, or 8....
WHICHEVER IS LARGEST
RIGHT BAR=FIRST GRADE.

FIGURE B

AREA 12

PUBLIC SCHOOL ENROLLMENTS

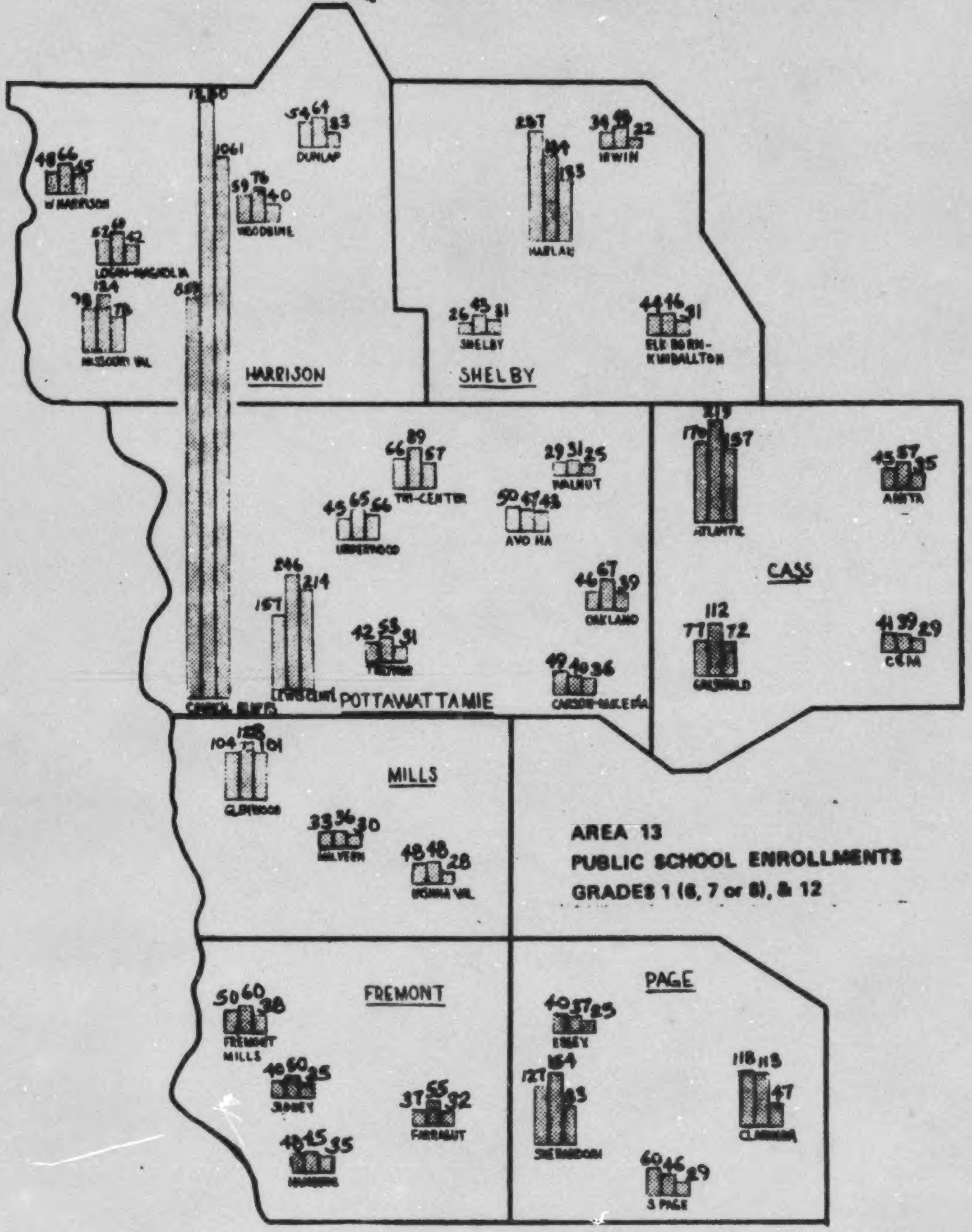
1972


PLYMOUTH
CHEROKEE
WOODBURY
IDA
MONONA
CRAWFORD
1476
SIOUX CITY
36 65 30
AKRON
1271 219 141
LE MARS
13 32 21
WESTF'D
40 46 35
REMSEN-UNION
46 54 42
HINTON
60 73 44
KINGSLEY
25 40
WILLOW
172 126
CHEROKEE
57 64 40
AURELIA
64 67 54
LAWTON
45 50 24
EASTW'D
57 61 40
HOLST'N
23 28 19
GALVA
55 67 31
WOODY CENT'L
36 71 69
SGT BL'F
78 79 54
WESTW'D
46 51 43
ANTHON-OTO
31 40 26
BAT. CK.
55 92
IDA GR.
21 29 24
WHITING
65 104 61
MPL VALL.
81 116 67
W. MONONA
36 38 19
E. MONONA
45 48 36
SCHLES'G
52 57 26
CH'R OAK
148 160 136
DENISON
38 49 39
WESTSIDE
37 37 39
DOW C'Y
45 50 47
MANILLA

PUBLIC SCHOOL ENROLLMENTS -
1972 -
GRADES 1, (6, 7 or 8), & 12
IN AREA 12

NOTE LEFT BAR - 1972 SR. CLASS
MIDDLE BAR - GRADE 6, 7, or 8...
WHICHEVER IS LARGEST
RIGHT BAR - FIRST GRADE

FIGURE 8

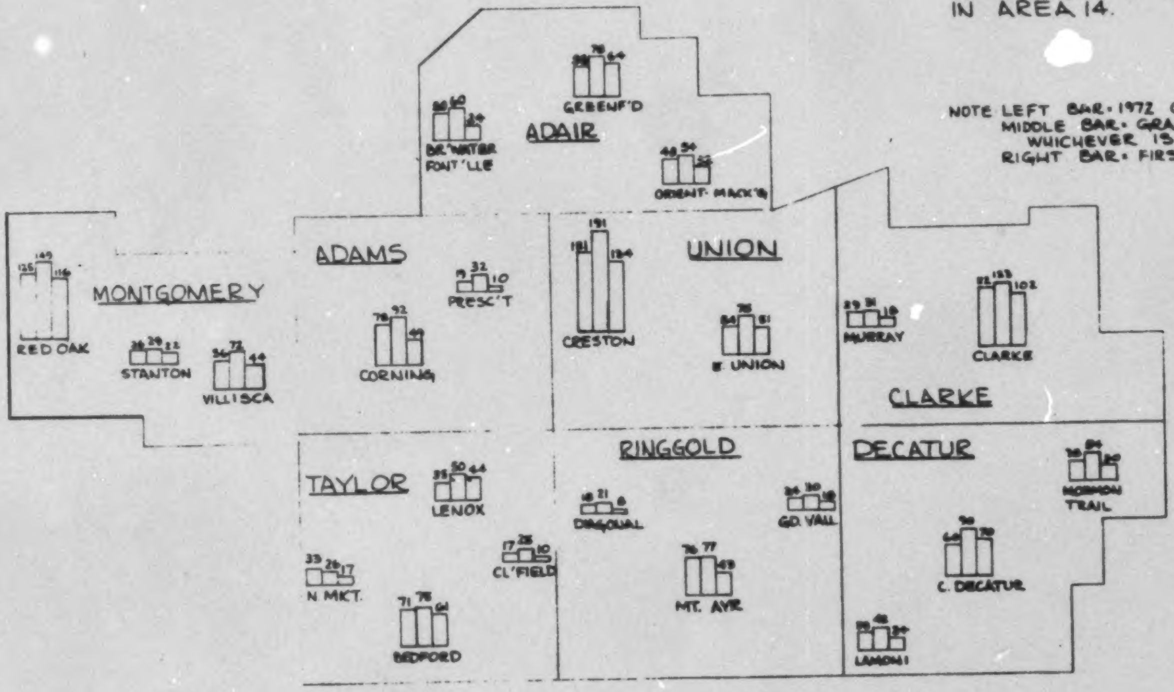

1250
1061
859
COUNCIL BLUFFS
54 64 83
DUNLAP
48 66 45
W HARRISON
59 76 40
WOODBINE
62 69 42
LOGAN-MAGNOLIA
98 124 76
MISSOURI VAL
HARRISON
287 194 135
HARLAN
34 49 22
IRWIN
26 43 31
SHELBY
44 46 31
ELK HORN-KIMBALLTON
SHELBY
66 89 57
TRI-CENTER
29 31 25
WALNUT
45 65 56
UNDERWOOD
50 47 43
AVOCA
157 246 214
LEWIS CENTRAL
42 53 31
TREYNOR
46 67 39
OAKLAND
49 40 36
CARSON-MACEDONIA
POTTAWATTAMIE
170 219 157
ATLANTIC
45 57 35
ANITA
CASS
77 112 72
GRISWOLD
41 39 29
C&M
104 128 101
GLENWOOD
MILLS
33 36 30
MALVERN
48 48 28
NISHNA VAL
50 60 38
FREMONT MILLS
FREMONT
40 60 25
SIDNEY
37 55 32
FARRAGUT
48 45 35
HAMBURG
PAGE
40 37 25
ESSEX
127 164 83
SHENANDOAH
118 113 47
CLARINDA
60 46 29
S PAGE

AREA 13
PUBLIC SCHOOL ENROLLMENTS
GRADES 1 (6, 7 or 8), & 12

PUBLIC SCHOOL ENROLLMENTS - 1972
GRADES 1, (6, 7 or 8), & 12
IN AREA 13

NOTE: LEFT BAR • 1972 SR CLASS
MIDDLE BAR • GRADE 6, 7 OR 8
WHICHEVER IS LARGEST
RIGHT BAR • FIRST GRADE

FIGURE B



PUBLIC SCHOOL ENROLLMENTS-1972
GRADES 1, (6, 7, OR 8), & 12
IN AREA 14.

NOTE LEFT BAR = 1972 CLASS
MIDDLE BAR = GRADE 6, 7, OR 8, WHICHEVER IS LARGEST
RIGHT BAR = FIRST GRADE

MONTGOMERY
125 149 116
RED OAK
28 29 22
STANTON
56 72 44
VILLISCA
ADAIR
BR'WATER FONT'LLE
24
GREENF'D
64
48 54
ORIENT-MACK'B
ADAMS
19 32 10
PRESC'T
78 92
CORNING
UNION
181 191 134
CRESTON
81
E. UNION
CLARKE
29 31 18
MURRAY
102
CLARKE
TAYLOR
35 50 44
LENOX
17 25 10
CL'FIELD
33 26 17
N. MKT.
71 78 61
BEDFORD
RINGGOLD
18 21 6
DIAGONAL
30
GD. VALL
76 77
MT. AYR
DECATUR
MORMON TRAIL
C. DECATUR
LAMONI

FIGURE B

PUBLIC SCHOOL ENROLLMENTS – 1972
GRADES 1, (6,7, or 8), & 12
IN AREA 15

NOTE LEFT BAR = 1972 SR CLASS
MIDDLE BAR GRADE 6,7 OR 8
WHICHEVER IS LARGEST
RIGHT BAR = FIRST GRADE

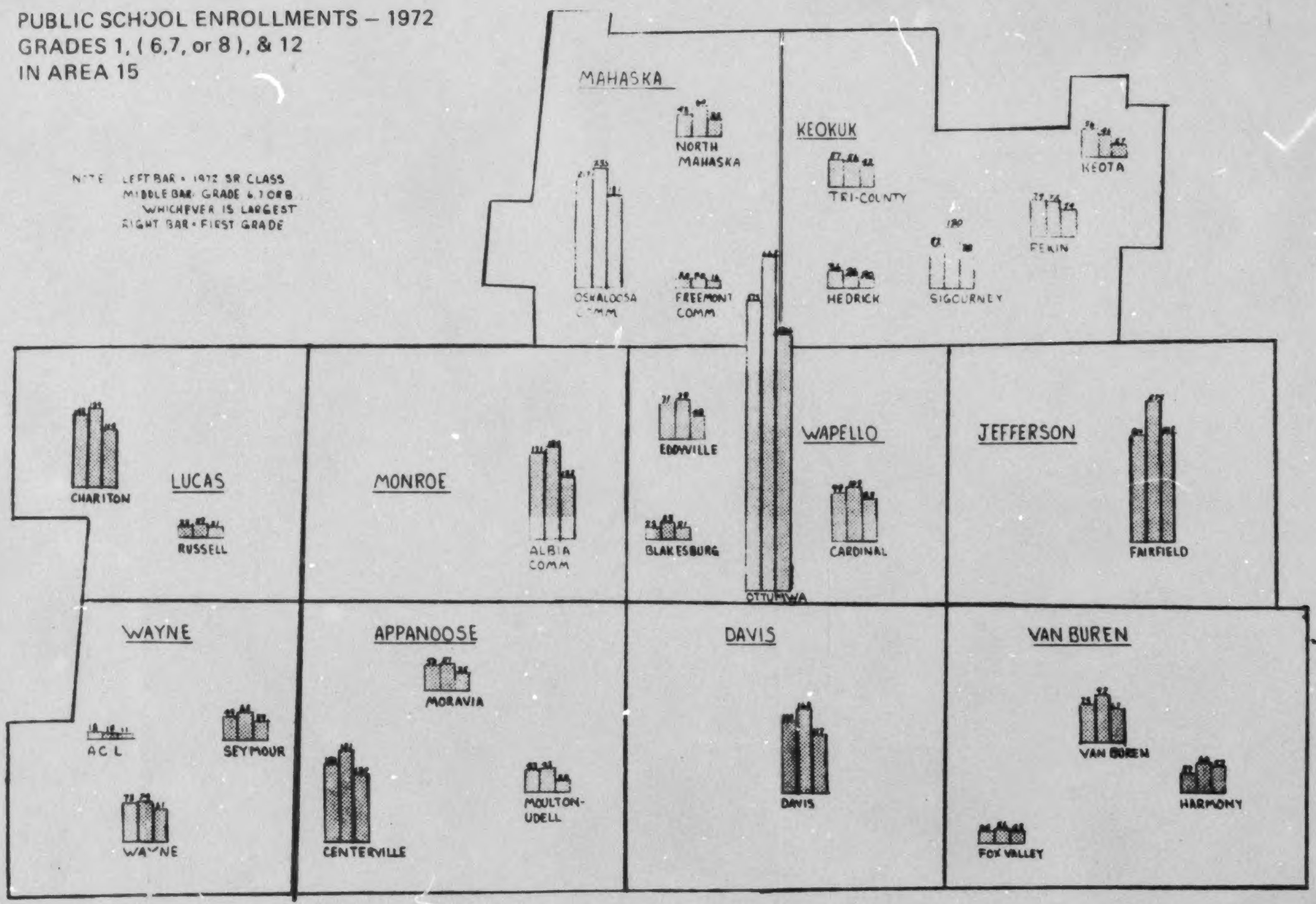
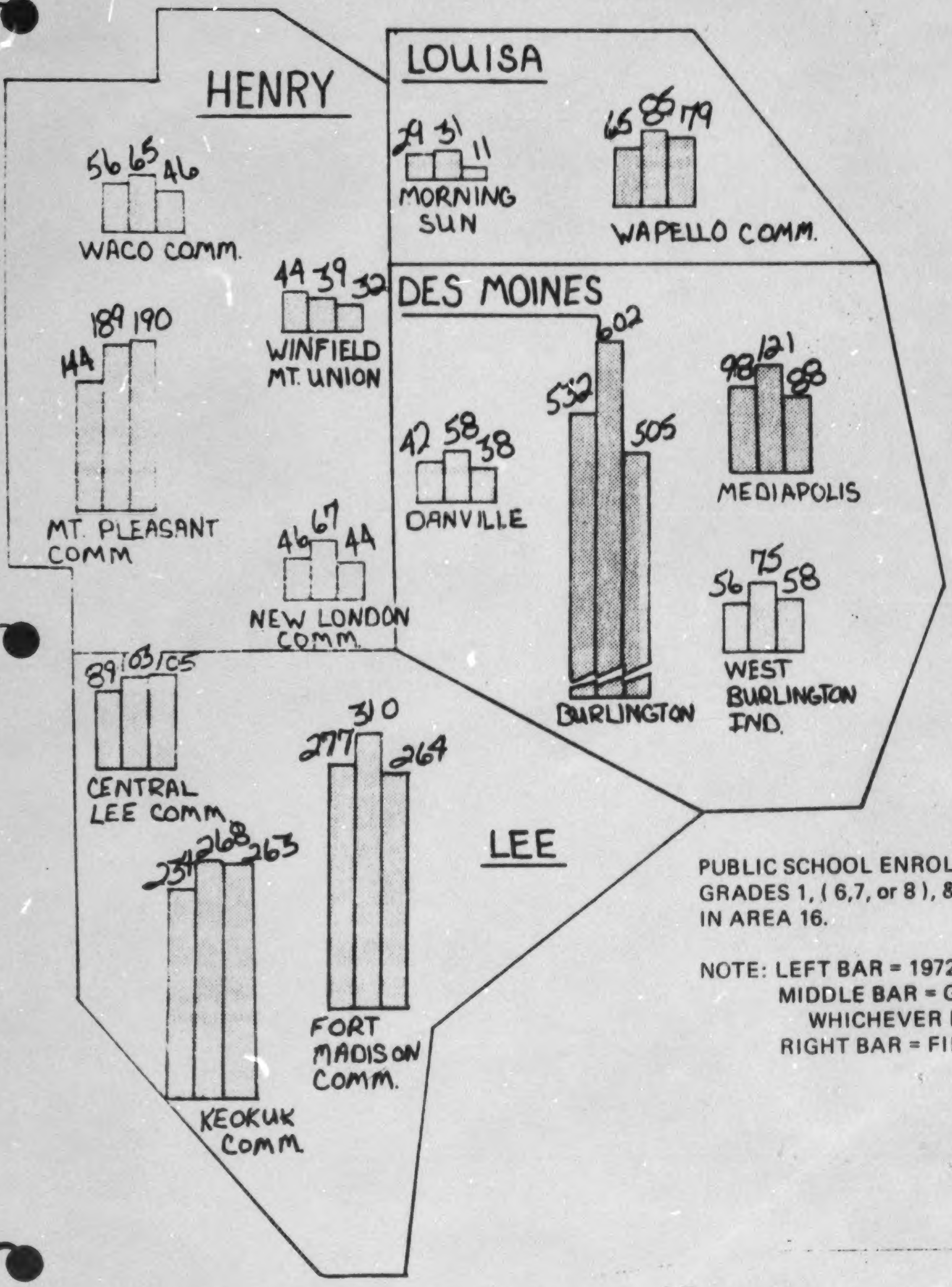

MAHASKA
NORTH MAHASKA
OSKALOOSA COMM
FREEMONT COMM
KEOKUK
TRI-COUNTY
KEOTA
PEKIN
HEDRICK
SIGOURNEY
LUCAS
CHARITON
RUSSELL
MONROE
ALBIA COMM
EDDYVILLE
BLAKESBURG
OTTUMWA
WAPELLO
CARDINAL
JEFFERSON
FAIRFIELD
WAYNE
AC L
SEYMOUR
WAYNE
APPANOOSE
MORAVIA
CENTERVILLE
MOULTON-UDELL
DAVIS
DAVIS
VAN BUREN
VAN BUREN
HARMONY
FOX VALLEY

FIGURE B

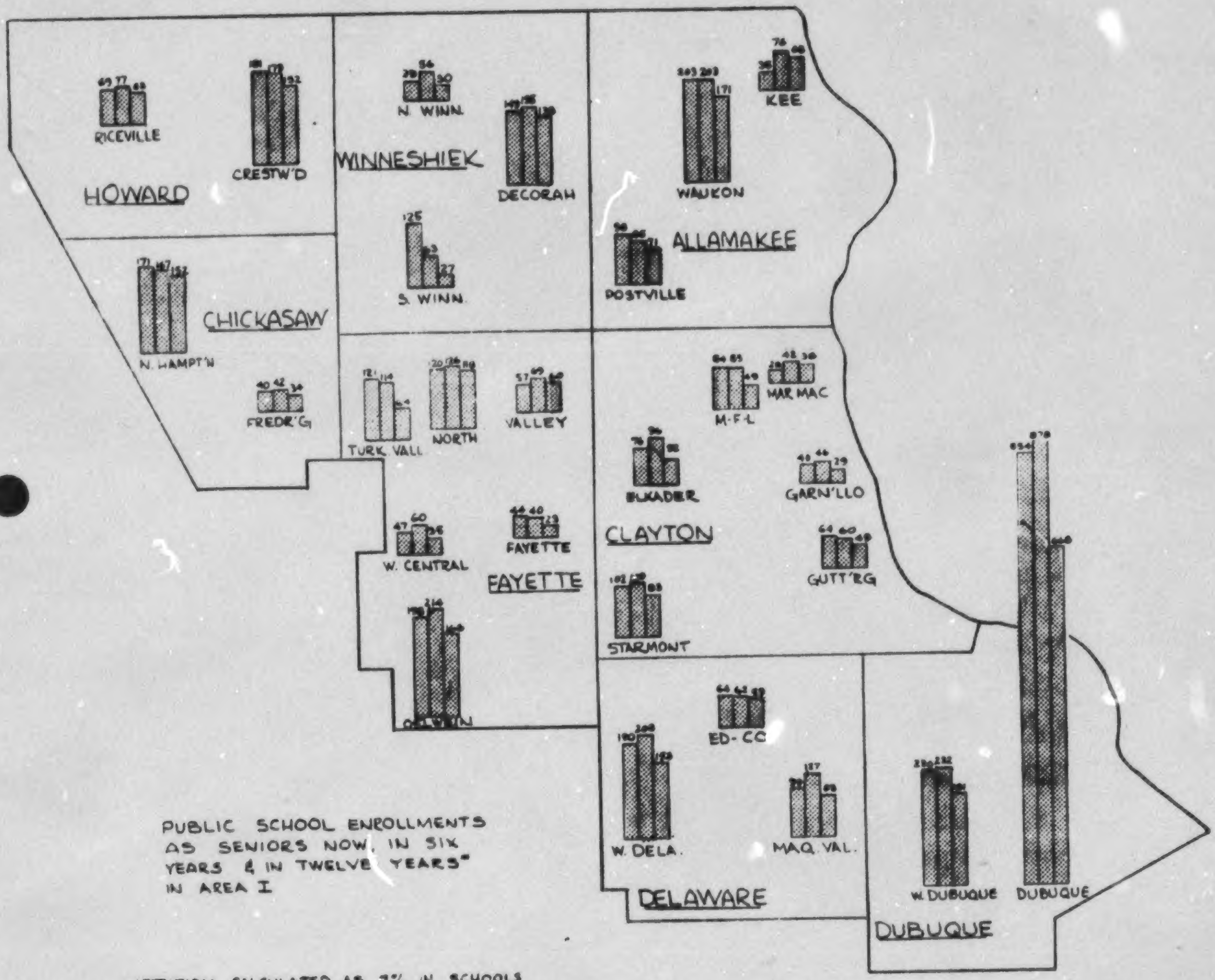


PUBLIC SCHOOL ENROLLMENTS – 1972
GRADES 1, (6,7, or 8), & 12
IN AREA 16.

NOTE: LEFT BAR = 1972 SR CLASS
MIDDLE BAR = GRADES 6,7, or 8....
WHICHEVER IS LARGEST
RIGHT BAR = FIRST GRADE.

FIGURE C

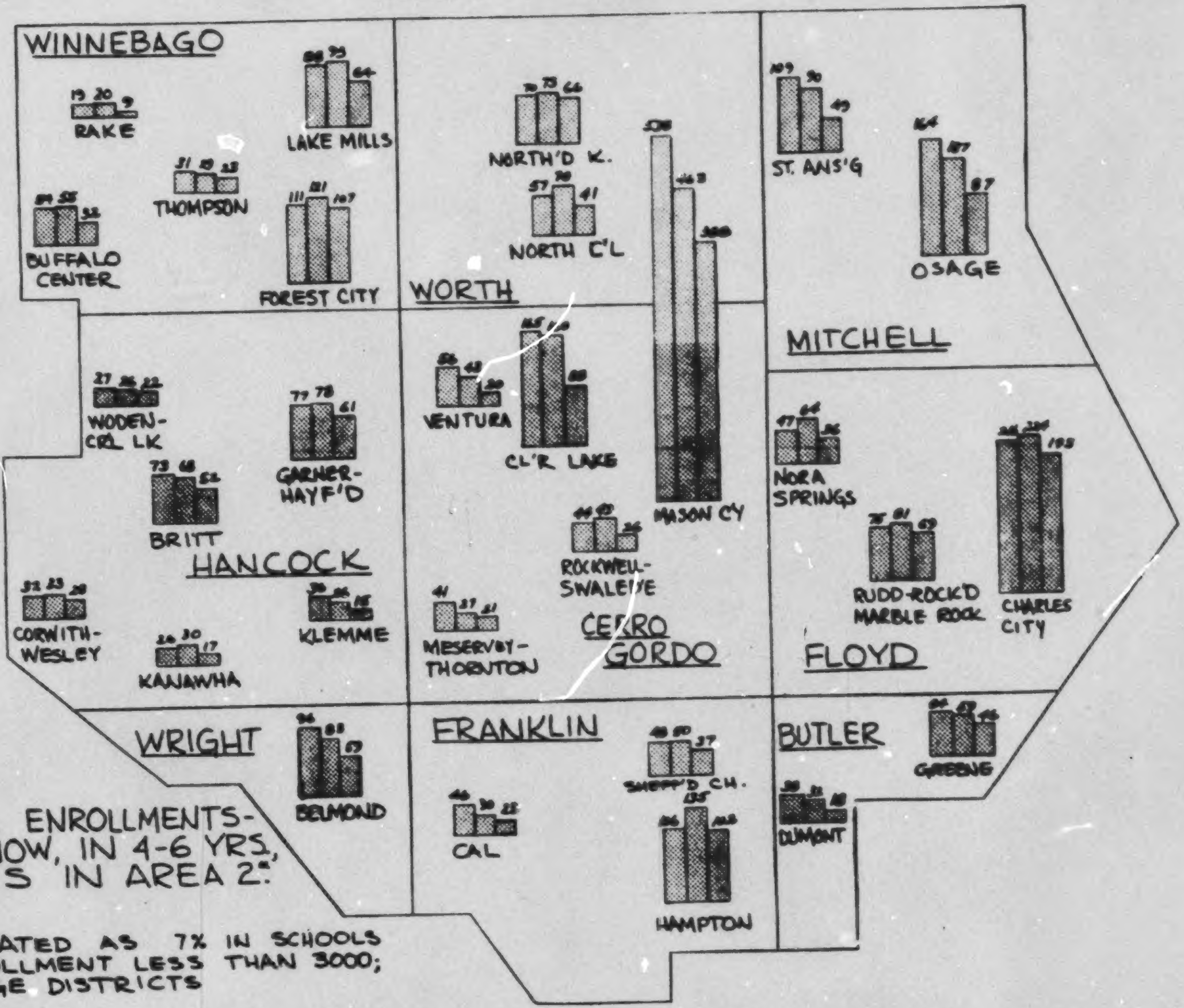
AREA I
TWELFTH GRADE
ENROLLMENT PROJECTIONS


69 77 68
RICEVILLE
181 177 152
CRESTW'D
HOWARD
29 54 30
N. WINN.
WINNESHIEK
DECORAH
125 63 27
S. WINN.
203 203 171
WAUKON
36 76 60
KEE
POSTVILLE
ALLAMAKEE
171 167 152
N. HAMPT'N
CHICKASAW
40 42 34
FREDR'G
121 114 64
TURK. VALL
NORTH
57 69 60
VALLEY
47 60 36
W. CENTRAL
44 40 23
FAYETTE
FAYETTE
214
OELWEIN
84 85 49
M-F-L
28 42 30
MAR MAC
ELKADER
40 46 29
GARN'LLO
CLAYTON
64 60 49
GUTT'RG
STARMONT
ED-CC
190 200 129
W. DELA.
137
MAQ. VAL.
DELAWARE
W. DUBUQUE
854 878 640
DUBUQUE
DUBUQUE

PUBLIC SCHOOL ENROLLMENTS AS SENIORS NOW, IN SIX YEARS & IN TWELVE YEARS*
IN AREA I

*ATTRITION CALCULATED AS 7% IN SCHOOLS WITH K-12 ENROLLMENT LESS THAN 3000; AS 22% IN LARGE DISTRICTS

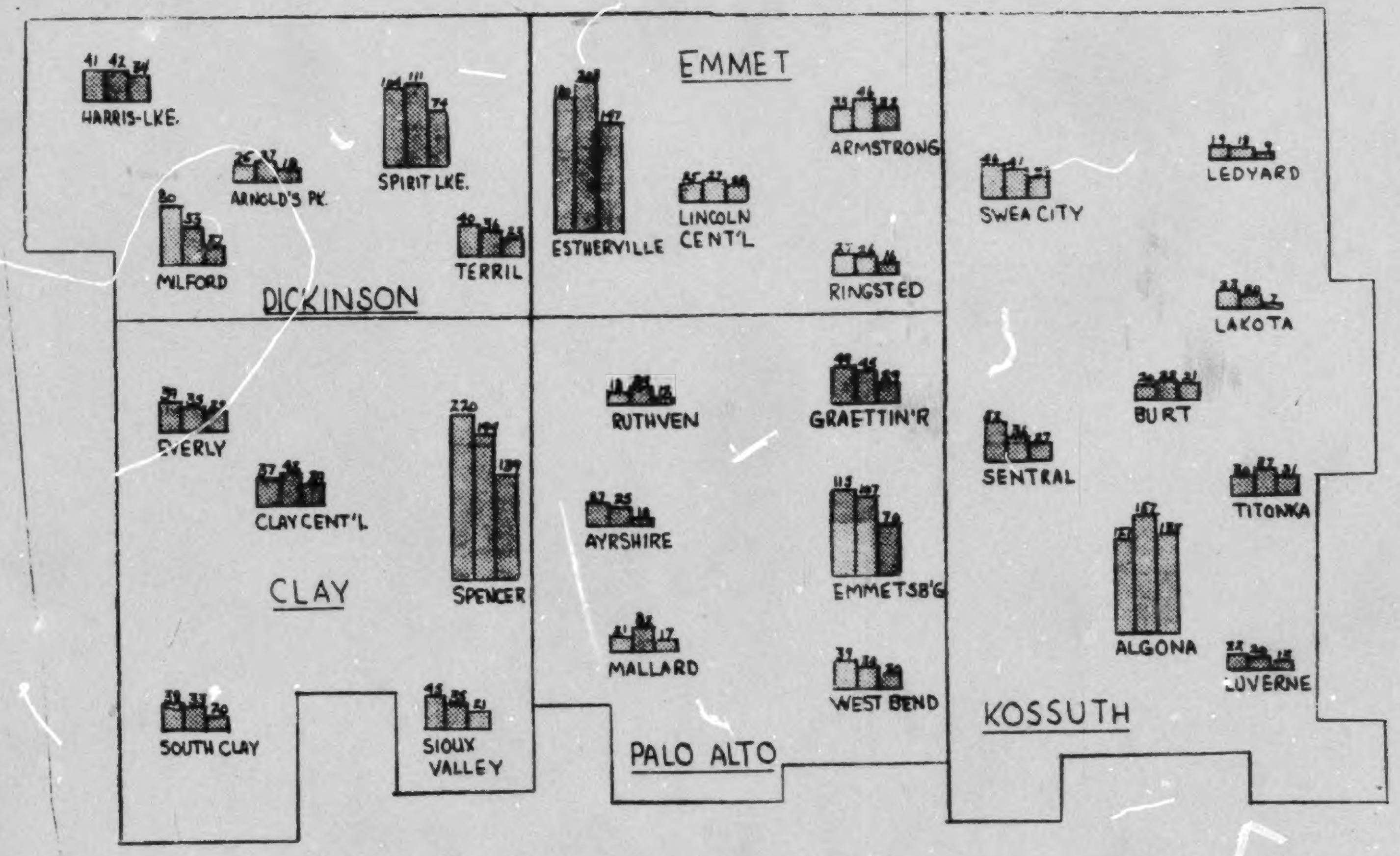
FIGURE C


WINNEBAGO
19 20 9
RAKE
LAKE MILLS
31 23
THOMPSON
BUFFALO CENTER
111 121 107
FOREST CITY
WORTH
NORTH'D K.
57 41
NORTH C'L
MASON CY
109 90 49
ST. ANS'G
164 87
OSAGE
MITCHELL
27
WODEN-CRL LK
77 78 61
GARNER-HAYF'D
73 68 52
BRITT
HANCOCK
32 23
CORWITH-WESLEY
26 30 17
KANAWHA
KLEMME
VENTURA
CL'R LAKE
ROCKWELL-SWALEDALE
41 37 31
MESERVEY-THORNTON
CERRO GORDO
47 64
NORA SPRINGS
RUDD-ROCK'D MARBLE ROCK
195
CHARLES CITY
FLOYD
WRIGHT
96
BELMOND
FRANKLIN
46
CAL
37
SHEFF'D CH.
135
HAMPTON
BUTLER
GREENE
DUMONT

PUBLIC SCHOOL ENROLLMENTS-
AS SENIORS NOW, IN 4-6 YRS,
& IN 12 YEARS IN AREA 2*

*ATTRITION CALCULATED AS 7% IN SCHOOLS WITH K-12 ENROLLMENT LESS THAN 3000; AS 22% IN LARGE DISTRICTS

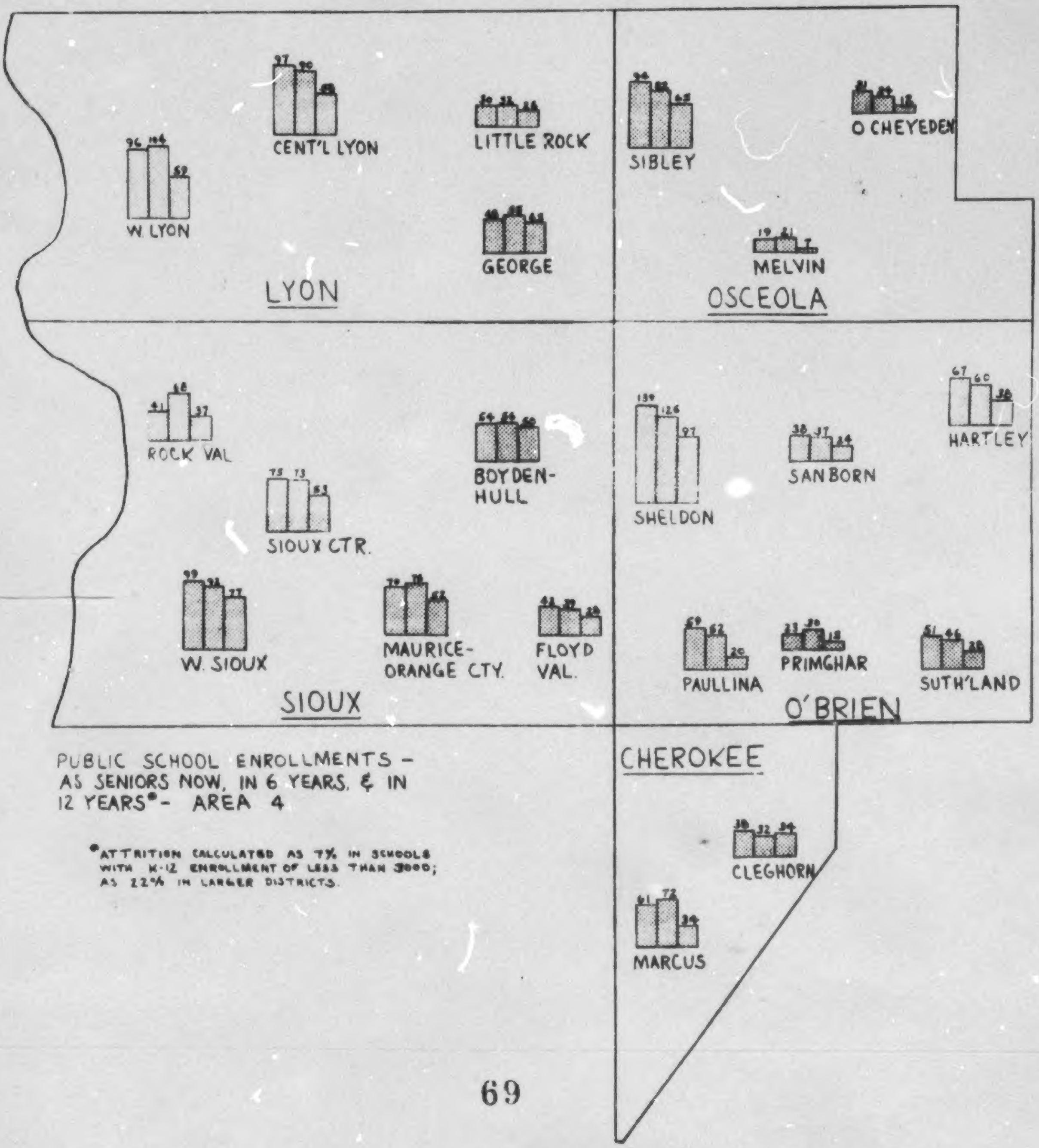
FIGURE C


DICKINSON
HARRIS-LKE.
41 42 34
ARNOLD'S PK.
26
MILFORD
80 53
SPIRIT LKE.
111 74
TERRIL
EMMET
ESTHERVILLE
147
LINCOLN CENT'L
ARMSTRONG
46
RINGSTED
27 26 16
CLAY
EVERLY
CLAY CENT'L
SPENCER
220
SOUTH CLAY
33 20
SIOUX VALLEY
45
PALO ALTO
RUTHVEN
AYRSHIRE
25
MALLARD
17
GRAETTIN'R
EMMETSB'G
115 107
WEST BEND
KOSSUTH
SWEA CITY
SENTRAL
LEDYARD
13 13 9
LAKOTA
BURT
TITONKA
ALGONA
LUVERNE
15

Area 3
Public School Enrollments - 1972
As Seniors Now, In 6 Years, & In 12 Years.

*ATTRITION CALCULATED AS 7% IN SCHOOLS WITH K-12 ENROLLMENT OF LESS THAN 3,000; AS 22% IN LARGER DISTRICTS.

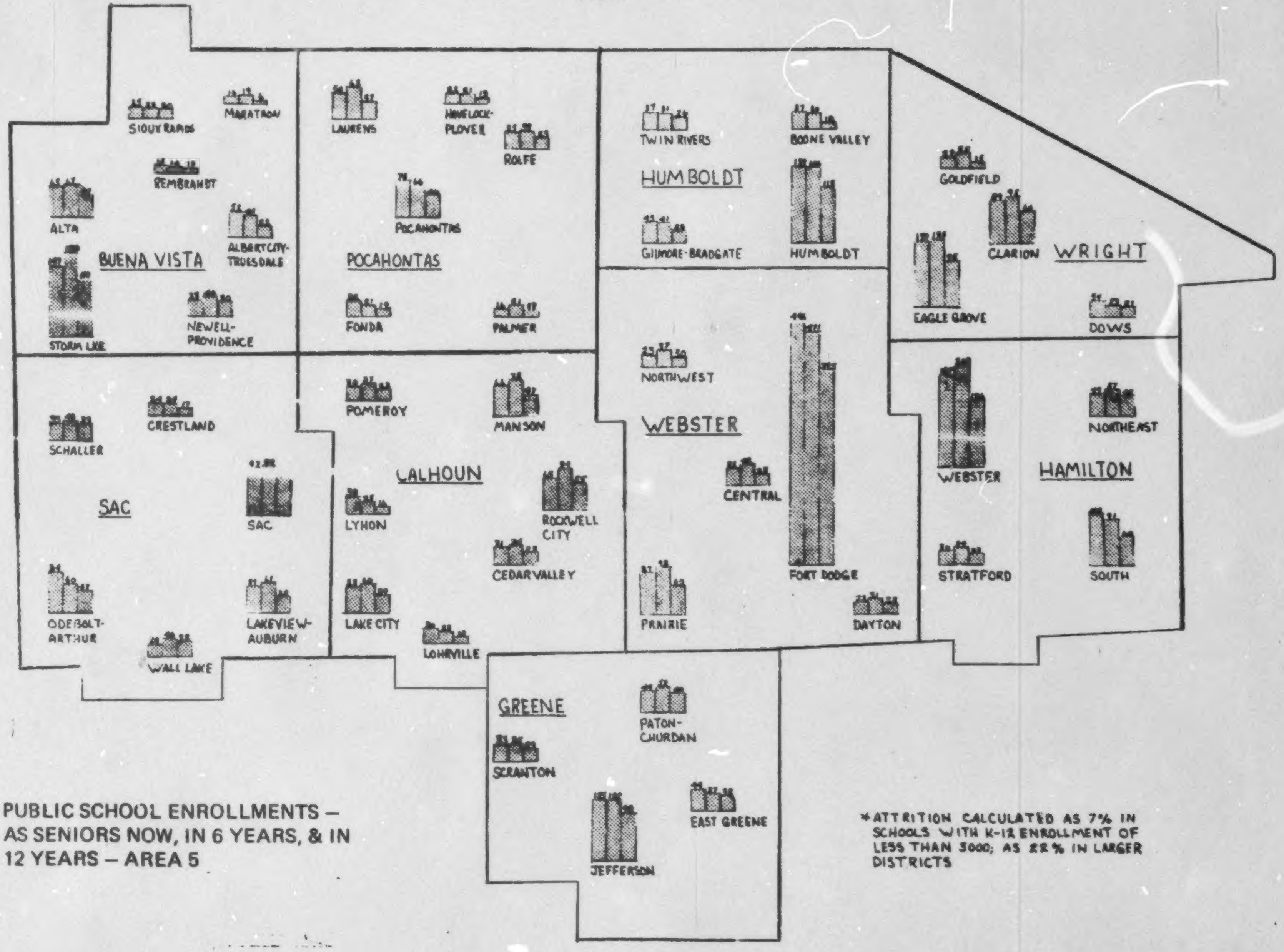
FIGURE C


96 104 59
W. LYON
97 90 65
CENT'L LYON
30 32 26
LITTLE ROCK
40 45 43
GEORGE
LYON
94 82 65
SIBLEY
21 24 12
O CHEYEDEN
19 21 7
MELVIN
OSCEOLA
41 58 37
ROCK VAL
75 73 53
SIOUX CTR.
64 64 60
BOYDEN-HULL
99 94 77
W. SIOUX
79 76 62
MAURICE-ORANGE CTY.
43 39 28
FLOYD VAL.
SIOUX
139 126 97
SHELDON
38 37 24
SAN BORN
67 60 38
HARTLEY
69 62 20
PAULLINA
23 30 18
PRIMGHAR
51 46 28
SUTH'LAND
O'BRIEN
CHEROKEE
38 32 34
CLEGHORN
61 72 34
MARCUS

PUBLIC SCHOOL ENROLLMENTS – AS SENIORS NOW, IN 6 YEARS, & IN 12 YEARS* – AREA 4

*ATTRITION CALCULATED AS 7% IN SCHOOLS WITH K-12 ENROLLMENT OF LESS THAN 3000; AS 22% IN LARGER DISTRICTS.

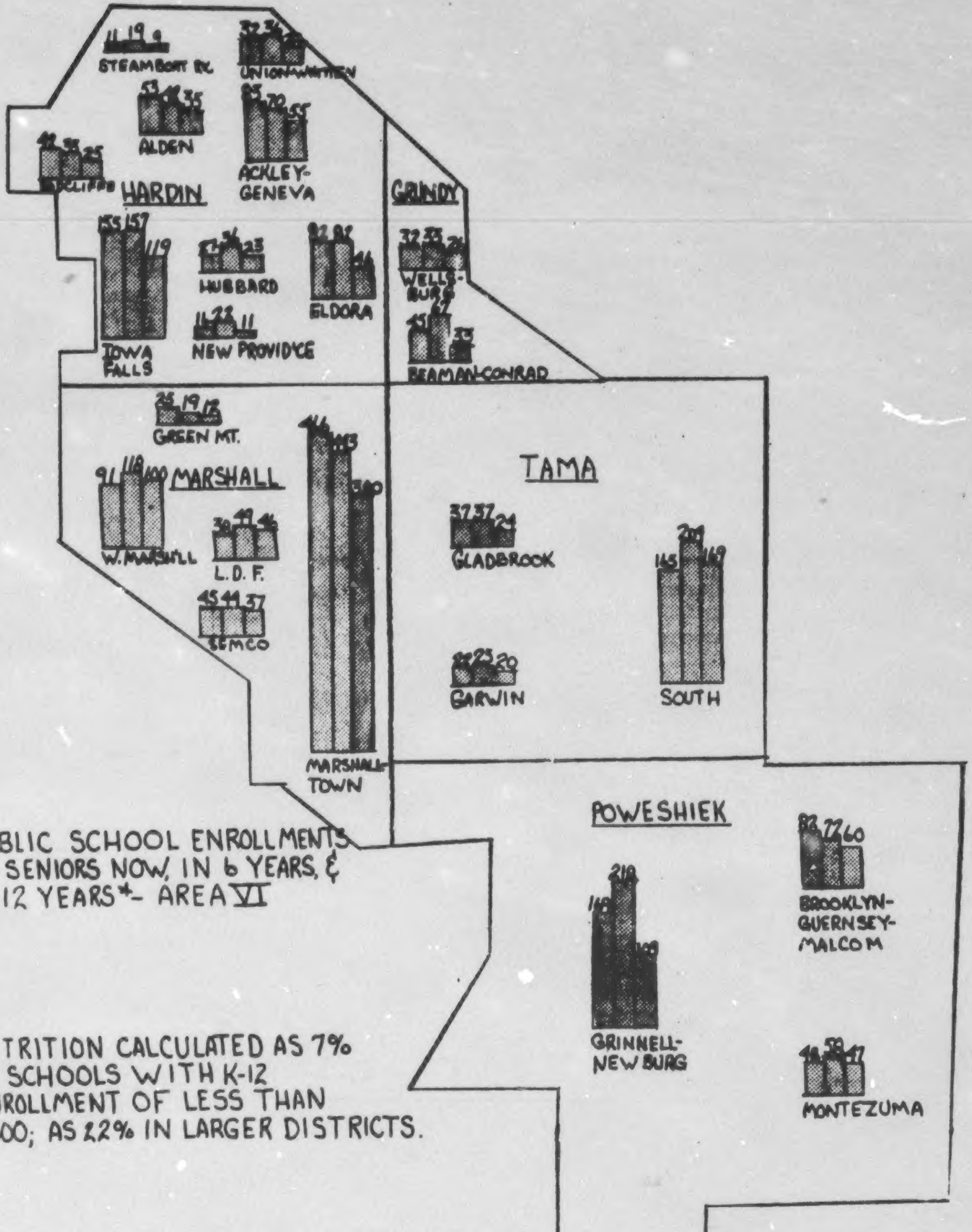
FIGURE C


BUENA VISTA
SIOUX RAPIDS
MARATHON
REMBRANDT
ALTA
ALBERT CITY-TRUESDALE
STORM LAKE
NEWELL-PROVIDENCE
POCAHONTAS
LAURENS
HAVELOCK-PLOVER
ROLFE
POCAHONTAS
FONDA
PALMER
HUMBOLDT
TWIN RIVERS
BOONE VALLEY
GILMORE-BRADGATE
HUMBOLDT
WRIGHT
GOLDFIELD
CLARION
EAGLE GROVE
DOWS
SAC
SCHALLER
CRESTLAND
SAC
ODEBOLT-ARTHUR
LAKEVIEW-AUBURN
WALL LAKE
CALHOUN
POMEROY
MANSON
LYHON
ROCKWELL CITY
CEDAR VALLEY
LAKE CITY
LOHRVILLE
WEBSTER
NORTHWEST
CENTRAL
FORT DODGE
PRAIRIE
DAYTON
HAMILTON
WEBSTER
NORTHEAST
STRATFORD
SOUTH
GREENE
PATON-CHURDAN
SCRANTON
JEFFERSON
EAST GREENE

PUBLIC SCHOOL ENROLLMENTS – AS SENIORS NOW, IN 6 YEARS, & IN 12 YEARS – AREA 5

*ATTRITION CALCULATED AS 7% IN SCHOOLS WITH K-12 ENROLLMENT OF LESS THAN 3000; AS 22% IN LARGER DISTRICTS

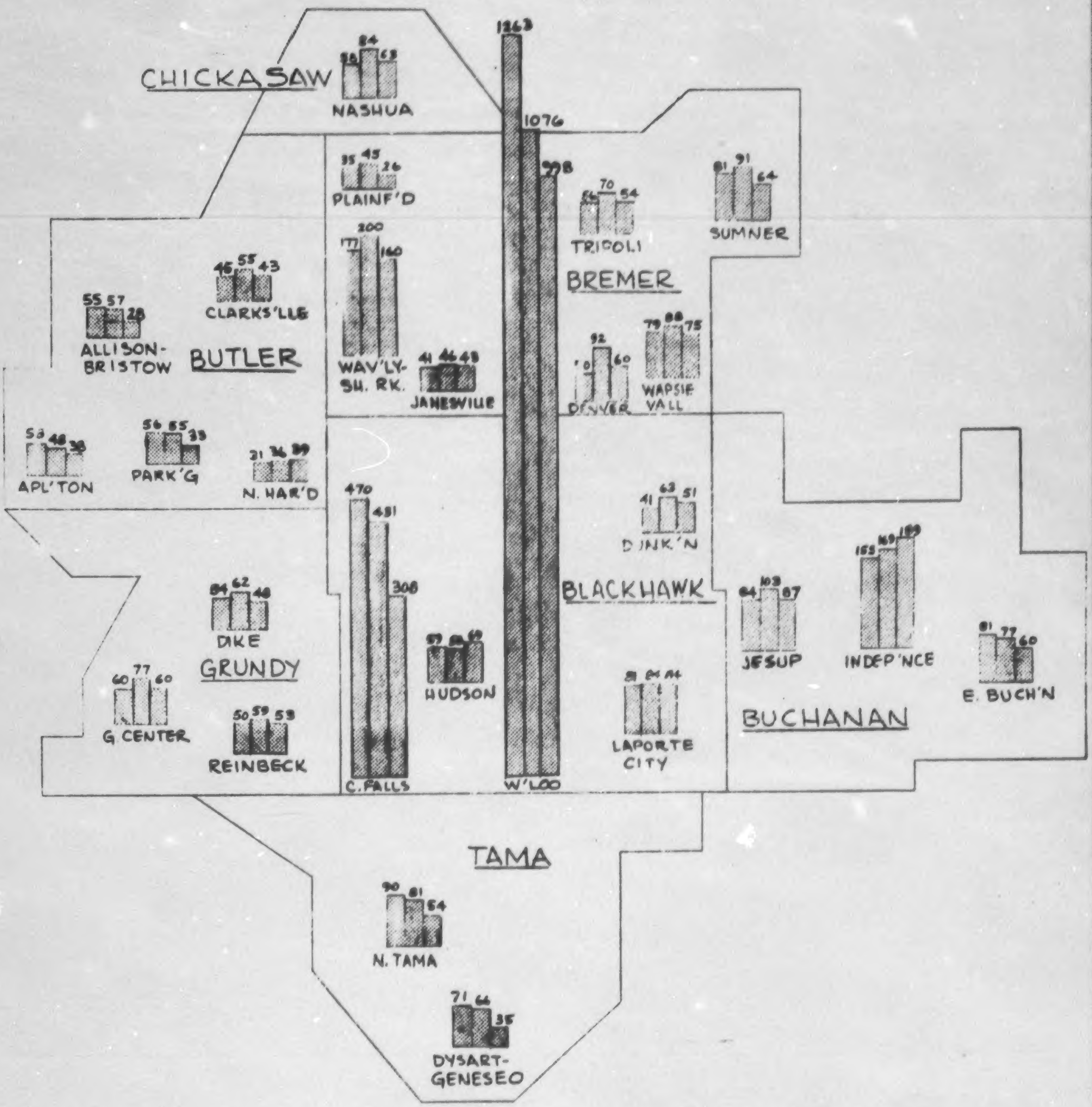
FIGURE C


11 19 9
STEAMBOAT RK.
32 34
UNION-WHITTEN
53 35
ALDEN
85 70 55
ACKLEY-GENEVA
35 25
CLIFFS
HARDIN
GRUNDY
155 157 119
IOWA FALLS
36 23
HUBBARD
11 22 11
NEW PROVID'CE
ELDORA
32 33
WELLS-BURG
45 67 33
BEAMAN-CONRAD
25 19 12
GREEN MT.
91 118 100
MARSHALL
W. MARSHALL
38 49 46
L.D.F.
45 44 37
SEMCO
413
MARSHALL-TOWN
TAMA
37 37 24
GLADBROOK
25 20
GARWIN
165 201 169
SOUTH
POWESHIEK
210
GRINNELL-NEW BURG
72 60
BROOKLYN-GUERNSEY-MALCOM
59 47
MONTEZUMA

PUBLIC SCHOOL ENROLLMENTS AS SENIORS NOW, IN 6 YEARS, & IN 12 YEARS*- AREA VI

*ATTRITION CALCULATED AS 7% IN SCHOOLS WITH K-12 ENROLLMENT OF LESS THAN 3,000; AS 2.2% IN LARGER DISTRICTS.

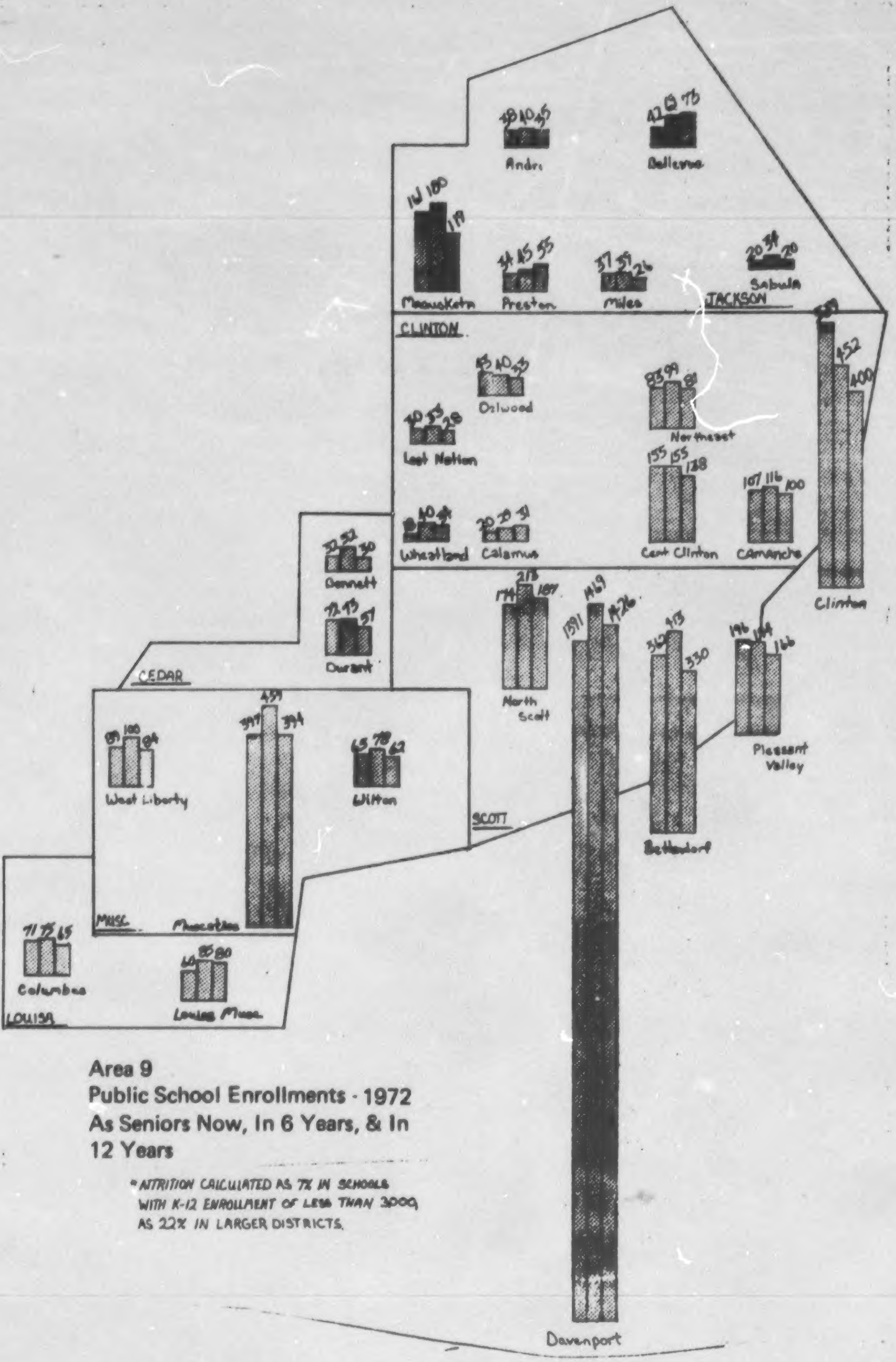
FIGURE C



PUBLIC SCHOOL ENROLLMENTS- AS SENIORS NOW, IN SIX YEARS, & IN TWELVE YEARS.*
AREA 7.

*ATTRITION CALCULATED AS 7% IN SCHOOLS WITH K-12 ENROLLMENT OF LESS THAN 3000; AS 22% IN LARGER DISTRICTS.

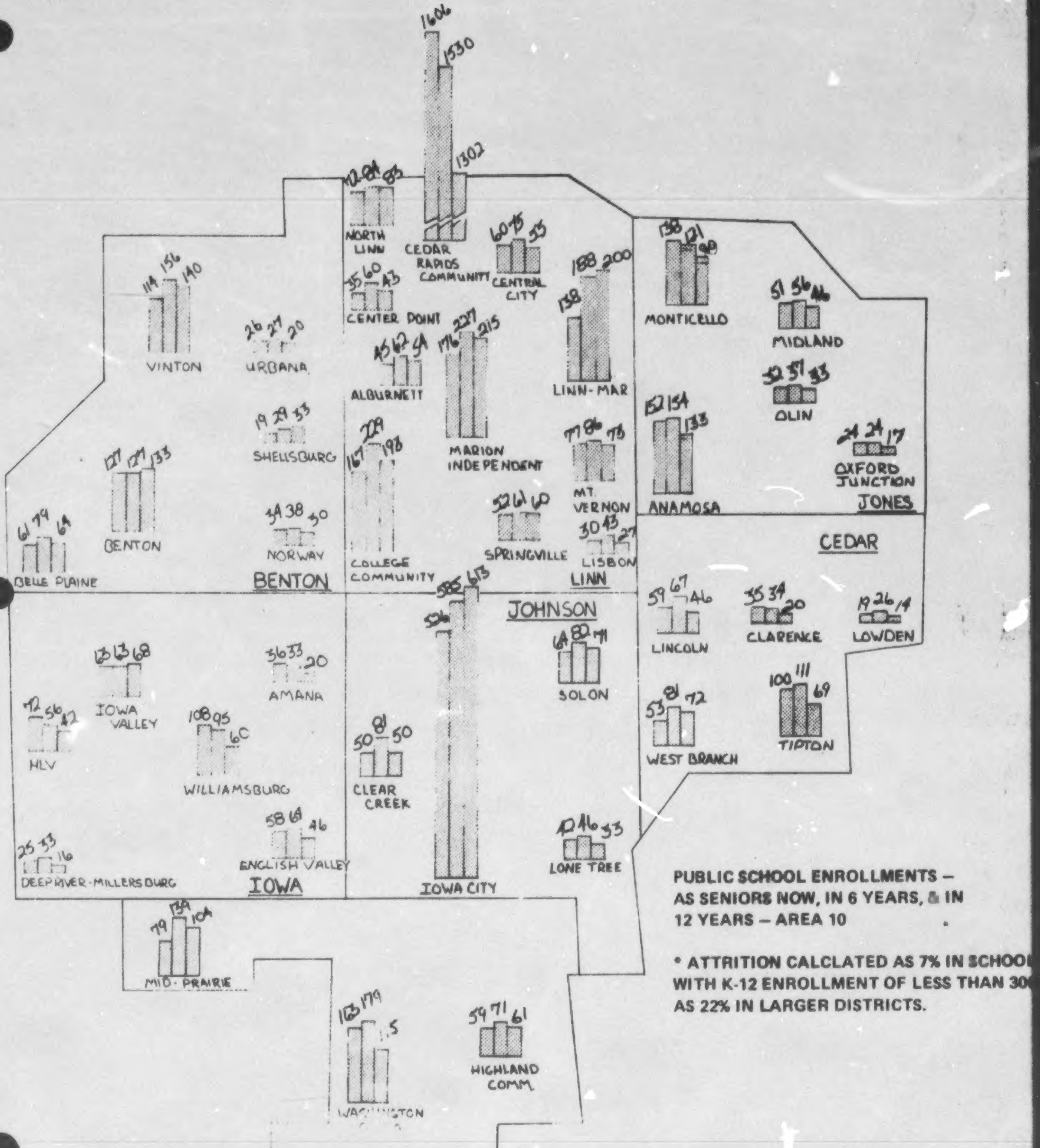
FIGURE C



Area 9
Public School Enrollments - 1972
As Seniors Now, In 6 Years, & In
12 Years

* ATTRITION CALCULATED AS 7% IN SCHOOLS WITH K-12 ENROLLMENT OF LESS THAN 3000, AS 22% IN LARGER DISTRICTS.

FIGURE C

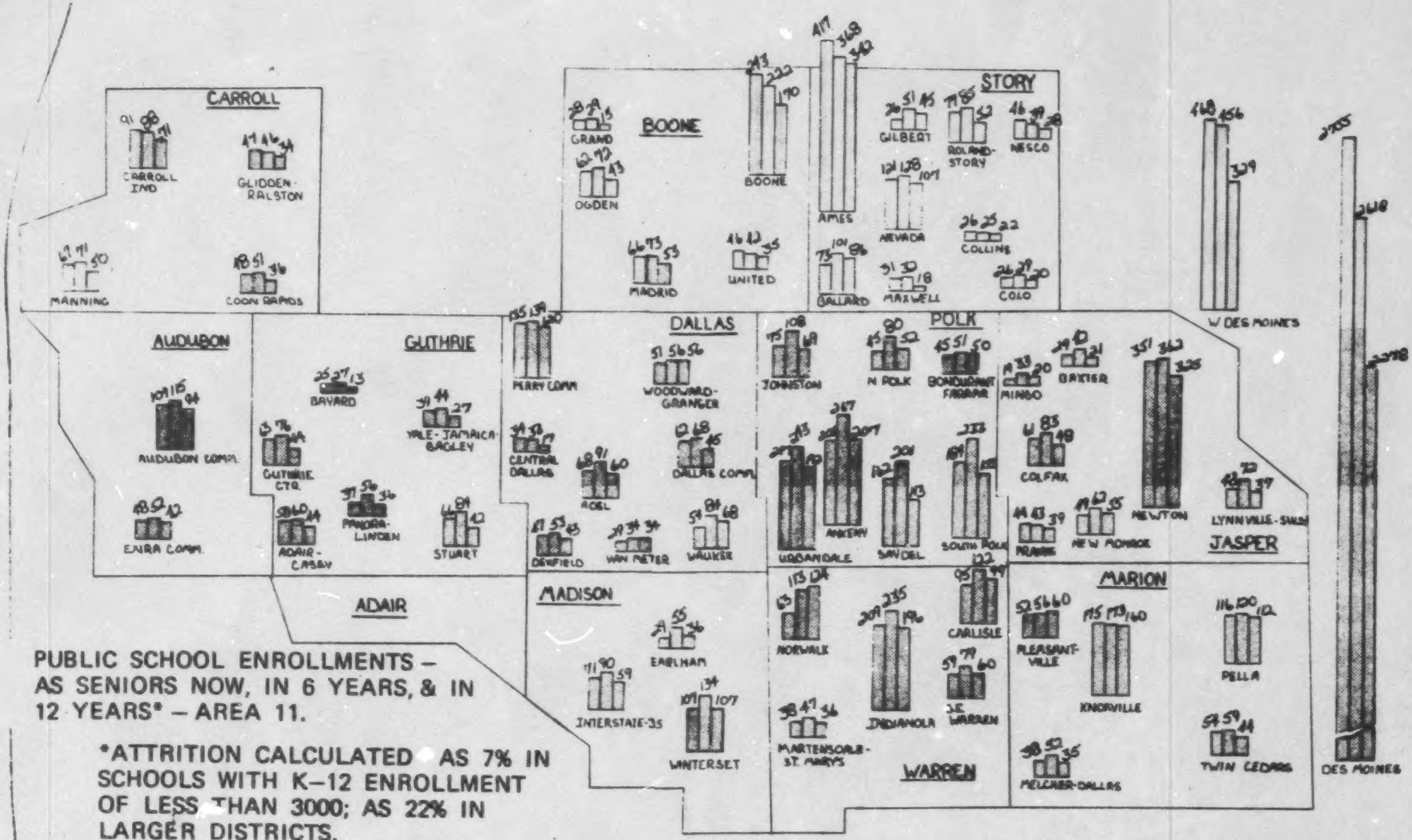


1606 1530 1302 CEDAR RAPIDS COMMUNITY
72 84 83 NORTH LINN
60 75 55 CENTRAL CITY
35 60 43 CENTER POINT
138 188 200 LINN-MAR
138 121 98 MONTICELLO
51 56 46 MIDLAND
114 156 140 VINTON
26 27 20 URBANA
45 62 54 ALBURNETT
176 227 215 MARION INDEPENDENT
52 57 33 OLIN
19 29 33 SHELLSBURG
167 229 198 COLLEGE COMMUNITY
77 86 78 MT. VERNON
152 154 133 ANAMOSA
24 24 17 OXFORD JUNCTION
JONES
127 127 133 BENTON
61 79 64 BELLE PLAINE
34 38 30 NORWAY
BENTON
52 61 60 SPRINGVILLE
30 43 27 LISBON
LINN
CEDAR
JOHNSON
536 585 613
59 67 46 LINCOLN
35 34 20 CLARENCE
19 26 14 LOWDEN
63 63 68 IOWA VALLEY
36 33 20 AMANA
64 82 71 SOLON
72 56 42 HLV
108 95 60 WILLIAMSBURG
50 81 50 CLEAR CREEK
53 81 72 WEST BRANCH
100 111 69 TIPTON
58 64 46 ENGLISH VALLEY
25 33 16 DEEP RIVER-MILLERSBURG
IOWA
IOWA CITY
40 46 33 LONE TREE
79 139 104 MID-PRAIRIE
163 179 115 WASHINGTON
59 71 61 HIGHLAND COMM.
WASHINGTON

PUBLIC SCHOOL ENROLLMENTS – AS SENIORS NOW, IN 6 YEARS, & IN 12 YEARS – AREA 10

*** ATTRITION CALCLATED AS 7% IN SCHOO WITH K-12 ENROLLMENT OF LESS THAN 30 AS 22% IN LARGER DISTRICTS.**

FIGURE C


CARROLL
91 98 71 CARROLL IND
47 46 34 GLIDDEN-RALSTON
67 71 50 MANNING
48 51 36 COON RAPIDS
AUDUBON
109 115 94 AUDUBON COMM.
48 52 42 EXIRA COMM.
GUTHRIE
25 27 13 BAYARD
51 44 27 YALE-JAMAICA-BAGLEY
73 76 44 GUTHRIE CTR.
57 60 44 ADAIR-CASEY
37 56 36 PANORA-LINDEN
66 84 42 STUART
ADAIR
BOONE
28 29 15 GRAND
62 72 43 OGDEN
243 222 170 BOONE
66 73 53 MADRID
46 42 35 UNITED
STORY
417 368 342 AMES
36 51 45 GILBERT
77 85 52 ROLAND-STORY
46 39 28 NESCO
121 128 107 NEVADA
26 25 22 COLLINS
73 101 86 BALLARD
31 30 18 MAXWELL
26 29 20 COLO
448 456 329 W DES MOINES
2755 2418 2278 DES MOINES
DALLAS
135 139 120 PERRY COMM
51 56 56 WOODWARD-GRANGER
34 38 17 CENTRAL DALLAS
68 91 60 ADEL
72 68 45 DALLAS COMM
47 53 43 DEXFIELD
29 34 34 VAN METER
57 81 68 WAUKEE
POLK
75 108 69 JOHNSTON
45 80 52 N POLK
45 51 50 BONDURANT FARRAR
213 URBANDALE
267 207 ANKENY
162 201 113 SAYDEL
184 233 SOUTH POLK
MADISON
29 55 36 EARLHAM
71 90 59 INTERSTATE-35
109 134 107 WINTERSET
WARREN
63 113 124 NORWALK
209 235 196 INDIANOLA
95 122 99 CARLISLE
59 79 60 SE WARREN
38 47 36 MARTENSDALE-ST. MARYS
JASPER
19 33 20 MINGO
29 40 21 BAXTER
61 83 48 COLFAX
44 43 39 PRAIRIE
49 62 55 NEW MONROE
351 362 325 NEWTON
42 72 37 LYNNVILLE-SULLY
MARION
52 56 60 PLEASANTVILLE
175 173 160 KNOXVILLE
116 120 112 PELLA
38 52 35 MELCHER-DALLAS
54 59 44 TWIN CEDARS

PUBLIC SCHOOL ENROLLMENTS – AS SENIORS NOW, IN 6 YEARS, & IN 12 YEARS* – AREA 11.

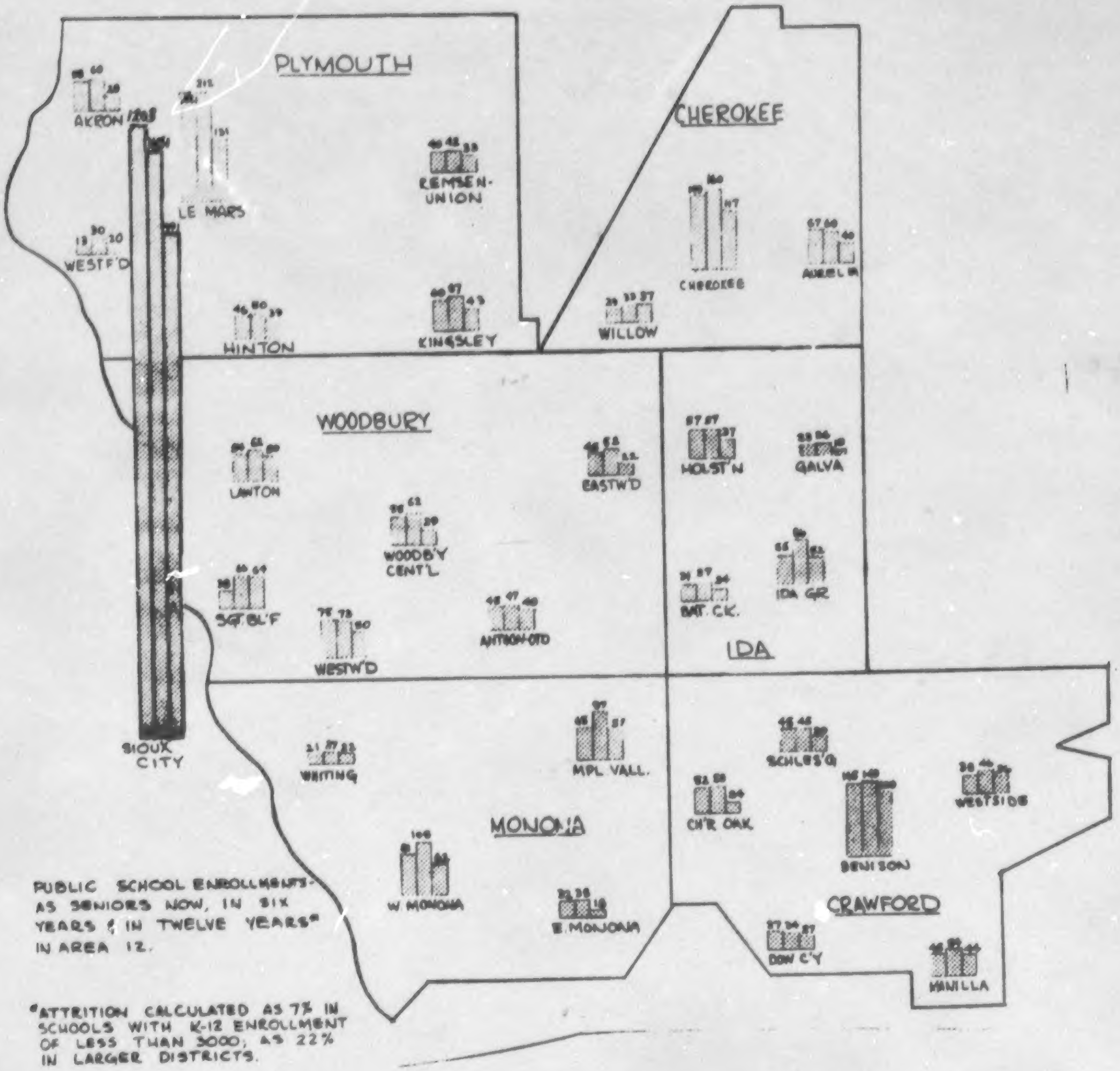
*ATTRITION CALCULATED AS 7% IN SCHOOLS WITH K–12 ENROLLMENT OF LESS THAN 3000; AS 22% IN LARGER DISTRICTS.

FIGURE C

AREA 12

TWELFTH GRADE

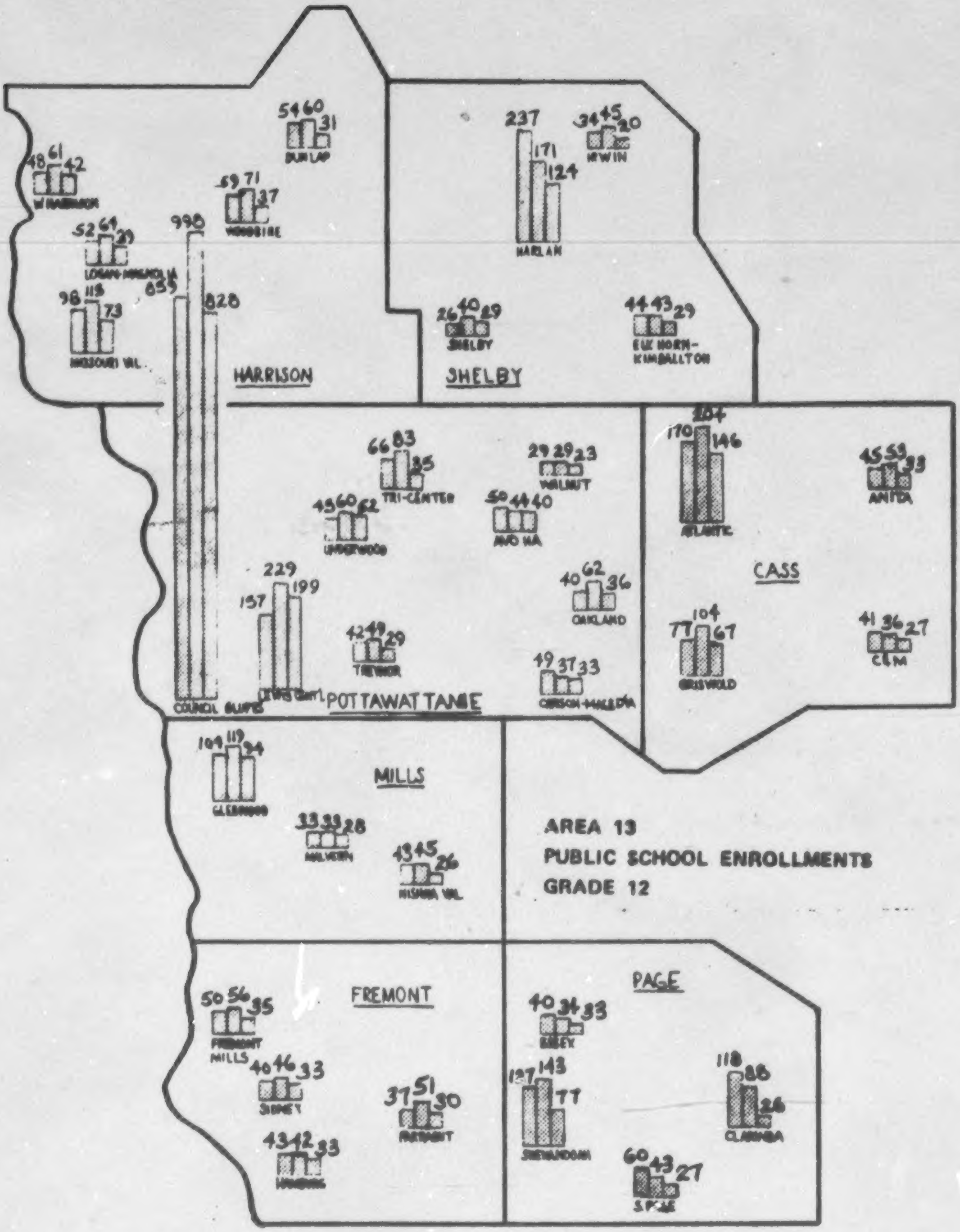
ENROLLMENT PROJECTIONS


PLYMOUTH
AKRON
1203
LE MARS
212
131
REMSEN-UNION
40 42 33
WESTF'D
13 30 20
HINTON
46 50 39
KINGSLEY
60 67 43
CHEROKEE
160 117
CHEROKEE
AURELIA
67 60 40
WILLOW
29 33 37
WOODBURY
LAWTON
EASTW'D
HOLST'N
57 57 37
GALVA
WOODB'Y CENT'L
62 39
SGT. BL'F
64
WESTW'D
75 73 50
ANTHON-OTO
45 47 40
BAT. CK.
37 34
IDA GR.
55
IDA
SIOUX CITY
WHITING
21 27 23
MPL VALL.
65 57
SCHLES'G
45 46 30
CH'R OAK
52 58 34
DENISON
140
WESTSIDE
36 46
MONONA
W. MONONA
100
E. MONONA
32 35 18
CRAWFORD
DOW C'Y
37 34 37
MANILLA

PUBLIC SCHOOL ENROLLMENTS-AS SENIORS NOW, IN SIX YEARS & IN TWELVE YEARS* IN AREA 12.

*ATTRITION CALCULATED AS 7% IN SCHOOLS WITH K-12 ENROLLMENT OF LESS THAN 3000; AS 22% IN LARGER DISTRICTS.

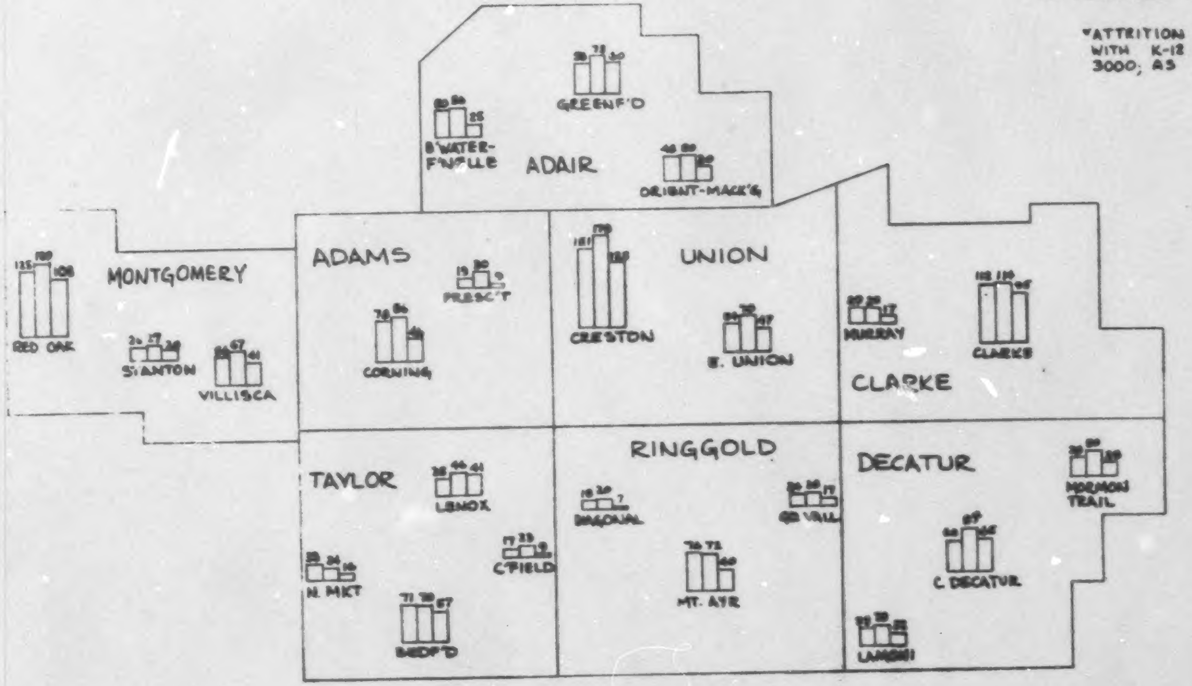
FIGURE C


48 61 42
W HARRISON
54 60 31
DUNLAP
59 71 37
WOODBINE
52 64 29
LOGAN-MAGNOLIA
998
855
828
98 115 73
MISSOURI VAL.
COUNCIL BLUFFS
HARRISON
237 171 124
HARLAN
34 45 20
IRWIN
26 40 29
SHELBY
44 43 29
ELK HORN-KIMBALLTON
SHELBY
66 83 35
TRI-CENTER
29 29 23
WALNUT
45 60 62
UNDERWOOD
50 44 40
AVOCA
40 62 36
OAKLAND
157 229 199
LEWIS CENT'L
42 49 29
TREYNOR
49 37 33
CARSON-MACEDONIA
POTTAWATTAMIE
170 204 146
ATLANTIC
45 53 33
ANITA
CASS
77 104 67
GRISWOLD
41 36 27
C&M
109 119 94
GLENWOOD
MILLS
33 33 28
MALVERN
43 45 26
NISHNA VAL.
AREA 13
PUBLIC SCHOOL ENROLLMENTS
GRADE 12
FREMONT
50 56 35
FREMONT MILLS
40 46 33
SIDNEY
43 42 33
HAMBURG
37 51 30
FARRAGUT
PAGE
40 34 33
ESSEX
127 143 77
SHENANDOAH
118 86 26
CLARINDA
60 43 27
S. PAGE

PUBLIC SCHOOL ENROLLMENTS – AS SENIORS NOW, IN SIX YEARS, & IN TWELVE YEARS.*

*ATTRITION CALCULATED AS 7% IN SCHOOLS WITH K-12 ENROLLMENT OF LESS THAN 3000; AS 22% IN LARGER

FIGURE C


MONTGOMERY
RED OAK
S'ANTON
VILLISCA
ADAMS
PRESC'T
CORNING
ADAIR
B'WATER-F'N'LLE
GREENF'D
ORIENT-MACK'G
UNION
CRESTON
E. UNION
CLARKE
MURRAY
CLARKE
TAYLOR
LENOX
N. MKT
C'FIELD
BEDF'D
RINGGOLD
DIAGONAL
MT. AYR
GD. VALL
DECATUR
MORMON TRAIL
C. DECATUR
LAMONI

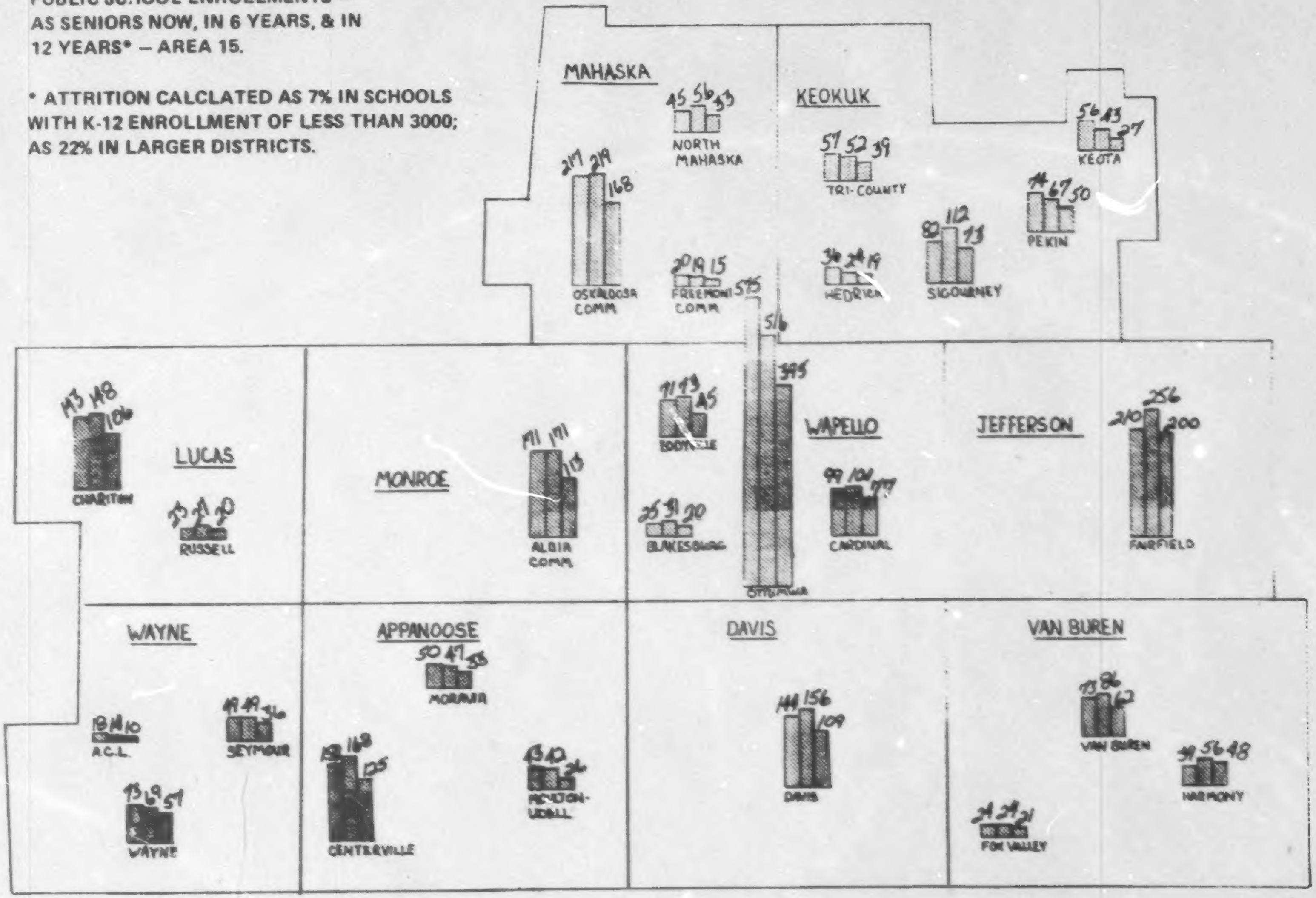
PUBLIC SCHOOL ENROLLMENTS-
AS SENIORS NOW, IN 6 YEARS*, & IN
12 YEARS* - AREA 14

*ATTRITION CALCULATED AS 7% IN SCHOOLS WITH K-12 ENROLLMENT OF LESS THAN 3000; AS 22% IN LARGER DISTRICTS.

FIGURE C

PUBLIC SCHOOL ENROLLMENTS –
AS SENIORS NOW, IN 6 YEARS, & IN
12 YEARS* – AREA 15.

* ATTRITION CALCLATED AS 7% IN SCHOOLS
WITH K-12 ENROLLMENT OF LESS THAN 3000;
AS 22% IN LARGER DISTRICTS.


MAHASKA
45 56 33
NORTH MAHASKA
217 219 168
OSKALOOSA COMM
20 19 15
FREEMONT COMM
KEOKUK
57 52 39
TRI-COUNTY
34 24 19
HEDRICK
80 112 73
SIGOURNEY
74 67 50
PEKIN
56 43 27
KEOTA
575
516
395
OTTUMWA
71 73 45
BOONSVILLE
25 31 20
BLAKESBURG
WAPELLO
99 101 77
CARDINAL
JEFFERSON
210 256 200
FAIRFIELD
143 148 106
CHARITON
LUCAS
RUSSELL
MONROE
171 171 113
ALBIA COMM
WAYNE
18 14 10
A.C.L.
49 49 36
SEYMOUR
73 69 51
WAYNE
APPANOOSE
50 47 35
MORAVIA
152 168 125
CENTERVILLE
43 40 26
MOULTON-UDELL
DAVIS
144 156 109
DAVIS
VAN BUREN
73 86 62
VAN BUREN
54 56 48
HARMONY
24 24 21
FOX VALLEY

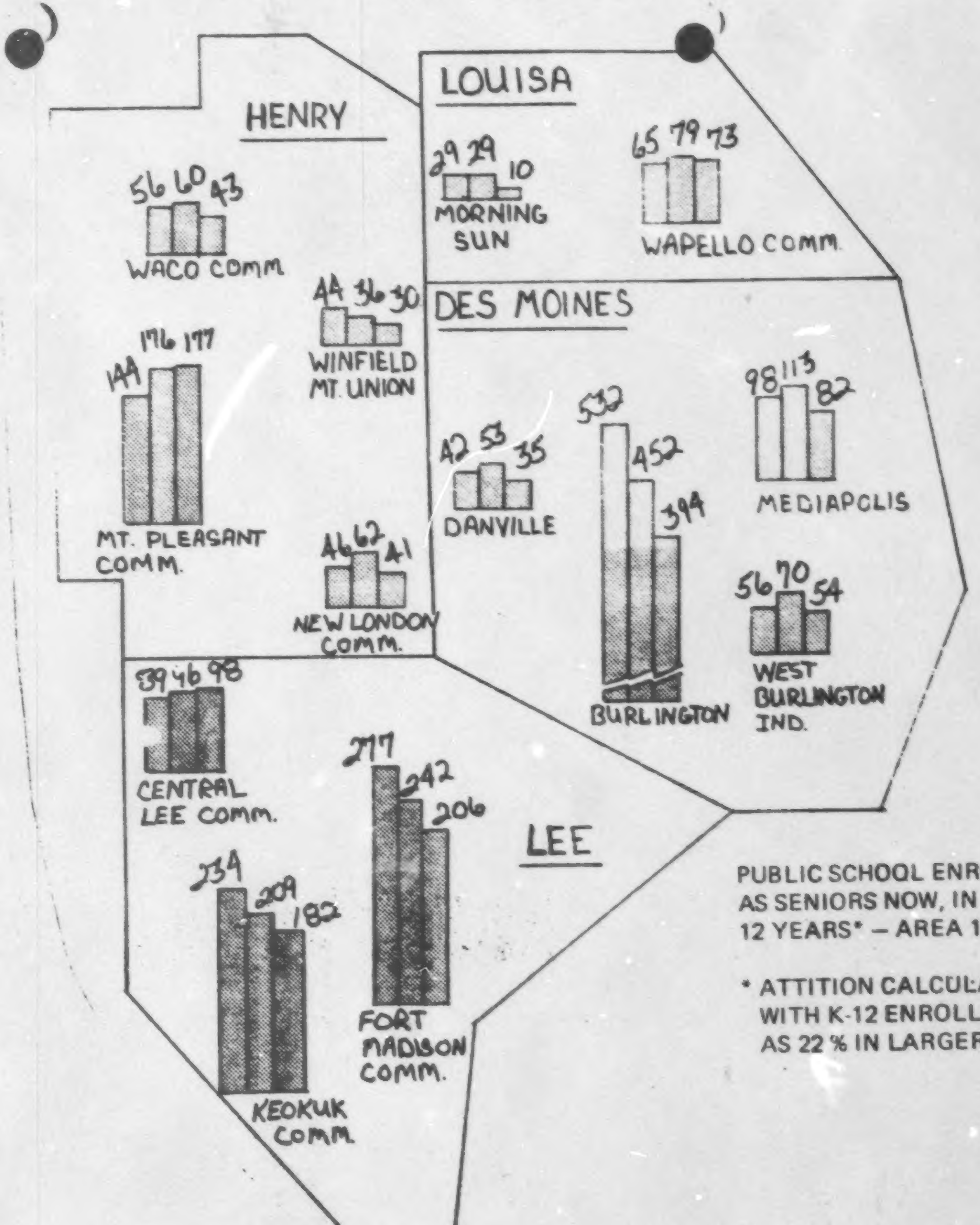

HENRY
56 60 43
WACO COMM
144 176 177
MT. PLEASANT COMM.
44 36 30
WINFIELD MT. UNION
46 62 41
NEW LONDON COMM.
LOUISA
29 29 10
MORNING SUN
65 79 73
WAPELLO COMM.
DES MOINES
42 53 35
DANVILLE
532 452 394
BURLINGTON
98 113 82
MEDIAPOLIS
56 70 54
WEST BURLINGTON IND.
LEE
39 46 98
CENTRAL LEE COMM.
277 242 206
FORT MADISON COMM.
234 209 182
KEOKUK COMM.

FIGURE C

PUBLIC SCHOOL ENROLLMENTS – 1972 AS SENIORS NOW, IN 6 YEARS, & IN 12 YEARS* – AREA 16.

* ATTITION CALCULATED AS 7% IN SCHOOLS WITH K-12 ENROLLMENT OF LESS THAN 3000; AS 22 % IN LARGER DISTRICTS.

The actual drop-out rate for all of Area I for Fiscal Year 1972 was 14.3% for grades seven through twelve. The actual twelfth grade rate was 3.61%. The effect of these actual rather than projected rates is shown in Figure E.

The data displayed in Figures D and E make it apparent that although there will be more graduating seniors form which to draw in 1977 than in 1973, fewer seniors will be available to the area schools in 1984. In 1977 there will be approximately 12.5% more seniors than in 1973; yet by 1984 there will be nearly six percent (5.8%) fewer seniors than in 1973.

It is also interesting to note that the actual drop-out rate in Area I in FY '72 was nearly identical with the state drop-out rate. The state drop-out rate for grades 7-12 was 14.8%, while in Area I it was 14.3%. For grade twelve, the rates were 3.85% and 3.61% for the state and Area I respectively.

The young people who drop out of school certainly provide a "pool" of additional potential students from which the area school might draw. Special high school completion programs, credit for high school graduation for vocational-technical credit, and other more imaginative approaches should be incorporated into the offerings of Area I to meet the needs of at least some of the approximately 784, 1972 eighth graders and 648, 1972 first graders who are predicted to be drop-outs. In fact, the secondary school drop-out population might provide substantial numbers of students in the future if their needs could be met by the area school.

Table I contains a summary of the basic data from which the first five enrollment figures were drawn. These statistics were compiled from the enrollment reports submitted to the Iowa Department of Public Instruction by the elementary/secondary school districts during the second week of the fall term in 1972.

In some school districts, as Decorah, several students were in an "ungraded" category. It was assumed that these students would be evenly distributed among the grades to which they would normally be assigned. In the case of Decorah, the 446 primary students were evenly distributed among grades one, two, three, and the letters "Est," ("estimated") were placed above the numbers in question.

In summary, there were 47,793 students in the 27 public school systems and 15,436 private school students enrolled at Area I in the fall of 1972. Thus, 63,229 students enrolled in grades K-12 in the area that fall.

As stated earlier, the data from the school census conducted in June, 1972, indicates a continuing drop in school enrollments at least until 1990. The actual numbers of young persons under five years of age in June, 1972, are shown in Table II, and graphically represented in Figure F.

According to the Iowa State Department of Public Instruction, which compiled the data, experience has shown that "due to inaccuracy in census enumeration, mobility of population, and the time differential from the June census to the . . . September enrollment data, the typical fall enrollment of five year olds identified in the school census . . . has been an increase on an average by +1.8 percent at the time of kindergarten

The actual drop-out rate for all of Area II for Fiscal Year 1972 was 11.7% for grades seven through twelve. The actual twelfth grade rate was 3.50%. The effect of these actual rather than projected rates is shown in Figure E.

The data displayed in Figures D and E make it apparent that there will be fewer graduating seniors from which to draw in 1977 than in 1973, and still fewer seniors will be available to the area schools in 1984. In 1977 there will be approximately 208 fewer seniors than in 1973; yet by 1984 there will be 681 fewer seniors than in 1973.

It is also interesting to note that the actual drop-out rate in Area II in FY '72 was considerably less than the state drop-out rate. The state drop-out rate for grades 7-12 was 14.8%, while in Area II it was 11.7%. For grade twelve, the rates were 3.85% and 3.50%, for the state and Area II respectively.

The young people who drop out of school certainly provide a "pool" of additional potential students from which the area school might draw. Special high school completion programs, credit for high school graduation for vocational-technical credit, and other more imaginative approaches should be incorporated into the offerings of Area II to meet the needs of at least some of the approximately 324 1972 eighth graders and 262 1972 first graders who are predicted to be drop-outs. In fact, the secondary school drop-out population might provide substantial numbers of students in the future if their needs could be met by the area school.

Table I contains a summary of the basic data from which the first five enrollment figures were drawn. These statistics were compiled from the enrollment reports submitted to the Iowa Department of Public Instruction by the elementary/secondary school districts during the second week of the fall term in 1972.

In some school districts, as Mason City, several students were in an "ungraded" category. It was assumed that these students would be evenly distributed among the grades to which they would normally be assigned, and were evenly distributed among grades one through six, and the letters "Est," ("estimated") were placed above the numbers in question.

In summary, there were 31,451 students in the 29 public school systems and 1830 private school students enrolled at Area II in the fall of 1972. Thus, 33,281 students enrolled in grades K-12 in the area that fall.

As stated earlier, the data from the school census conducted in June, 1972, indicates a continuing drop in school enrollments at least until 1990. The actual numbers of young persons under five years of age in June, 1972, are shown in Table II, and graphically represented in Figure F.

According to the Iowa State Department of Public Instruction, which compiled the data, experience has shown that "due to inaccuracy in census enumeration, mobility of population, and the time differential from the June census to the . . . September enrollment date, the typical fall enrollment of five year olds identified in the school census . . . has been an increase

The actual drop-out rate for all of Area III for Fiscal Year 1972 was 8.6% for grades seven through twelve. The actual twelfth grade rate was 2.59%. The effect of these actual rather than projected rates is shown in Figure E.

The data displayed in Figures D and E make it apparent that there will be about the same number of graduating seniors from which to draw in 1978 than in 1973, fewer seniors will be available to the area schools in 1984. In 1978 there will be approximately 16 fewer seniors than in 1973; yet by 1984 there will be 417 fewer seniors than in 1973.

It is also interesting to note that the actual drop-out rate in Area III in FY '72 was singificantly lower than the state drop-out rate. The state drop-out rate for grades 7-12 was 14.8%, while in Area III it was 8.6%. For grade twelve, the rates were 3.85% and 2.59% for the state and Area III respectively.

The young people who drop-out of school certainly provide a "pool" of additonal potential students from which the area school might draw. Special high school completion programs, credit for high school graduation for vocational-technical credit, and other more imaginative approaches should be incorporated into the offerings of Area III to meet the needs of at least some of the approximately 153-1972 seventh graders and 116-1972 first graders who are predicted to be drop-outs. In fact, the secondary school drop-out population might provide substantial numbers of students in the future if their needs could be met by the area school.

Table I contains a summary of the basic data from which the first five enrollment figures were drawn. These statistics were compiled from the enrollment reports submitted to the Iowa Department of Public Instruction by the elementary/secondary school districts during the second week of the fall term in 1972.

In summary, there were 18,762 students in the 28 public school systems and 2,494 private school students enrolled at Area III in the fall of 1972. Thus, 21,256 students enrolled in grades K-12 in the area that fall.

As stated earlier, the data from the school census conducted in June, 1972, indicates a continuing drop in school enrollments at least until 1990. The actual numbers of young persons under five years of age in June, 1972, are shown in Table II, and graphically represented in Figure F.

According to the Iowa State Department of Public Instruction, which compiled the data, experience has shown that "due to inaccuracy in census enumeration, mobility of population, and the time differential from the June census to the . . . September enrollment data, the typical fall enrollment of five year olds identified in the school census . . . has been an increase on an average by +1.8 percent at the time of kindergarten

The data displayed in Figures D and E make it apparent that there will be fewer graduating seniors from which to draw in 1978 than in 1973, and still fewer seniors will be available to the area schools in 1984. In 1978 there will be approximately the same number of seniors as in 1973; yet by 1984 there will be 363 fewer seniors than in 1973, a 24.7% drop.

It is also interesting to note that the actual drop-out rate in Area IV in FY '72 was considerably less than the state drop-out rate. The state drop-out rate for grades 7-12 was 14.8%, while in Area IV it was 8.1%. For grade twelve, the rates were 3.85% and 1.77% for the state and Area IV respectively.

The young people who drop out of school certainly provide a "pool" of additional potential students from which the area school might draw. Special high school completion programs, credit for high school graduation for vocational-technical credit, and other more imaginative approaches should be incorporated into the offerings of Area IV to meet the needs of at least some of the approximately 122 1972 seventh graders and 97 1972 first graders who are predicted to be drop-outs. In fact, the secondary school drop-out population might provide substantial numbers of students in the future if their needs could be met by the area school.

Table I contains a summary of the basic data from which the first five enrollment figures were drawn. These statistics were compiled from the enrollment reports submitted to the Iowa Department of Public Instruction by the elementary/secondary school districts during the second week of the fall term in 1972.

In summary, there were 15,142 students in the 21 public school systems and 3871 private school students enrolled at Area IV in the fall of 1972. Thus, 19,013 students enrolled in grades K-12 in the area that fall.

As stated earlier, the data from the school census conducted in June, 1972, indicates a continuing drop in school enrollments at least until 1990. The actual numbers of young persons under five years of age in June, 1972, are shown in Table II, and graphically represented in Figure F.

According to the Iowa State Department of Public Instruction, which compiled the data, experience has shown that "due to inaccuracy in census enumeration, mobility of population, and the time differential from the June census to the . . . September enrollment data, the typical fall enrollment of five year olds identified in the school census . . . has been an increase of an average by +1.8 percent at the time of kindergarten enrollment." 7 This 1.8 percent increase has been applied to the area total enrollment in Figure F.

The actual drop-out rate for all of Area V for Fiscal Year 1972 was 8.1% for grades seven through twelve. The actual twelfth grade rate was 2.49%. The effect of these actual rather than projected rates is shown in Figure E.

The data displayed in Figures D and E make it apparent that there will be more graduating seniors from which to draw in 1977 than in 1973, fewer seniors will be available to the area schools in 1984. In 1977 there will be approximately 110 more seniors than in 1973; yet by 1984 there will be 651, or more than 20% fewer seniors than in 1973.

It is also interesting to note that the actual drop-out rate in Area V in FY '72 was less than the state drop-out rate. The state drop-out rate for grades 7-12 was 14.8% while in Area V it was 8.1%. For grade twelve, the rates were 3.85% and 2.49% for the state and Area V respectively.

The young people who drop out of school certainly provide a "pool" of additional potential students from which the area school might draw. Special high school completion programs, credit for high school graduation for vocational-technical credit, and other more imaginative approaches should be incorporated into the offerings of Area V to meet the needs of at least some of the approximately 289 1972 eighth graders and 124 1972 first graders who are predicted to be drop-outs. In fact, the secondary school drop-out population might provide substantial numbers of students in the future if their needs could be met by the area school.

Table I contains a summary of the basic data from which the first five enrollment figures were drawn. These statistics were compiled from the ernollment reports submitted in the Iowa Department of Public Instruction by the elementary/secondary school districts during the second week of the fall term in 1972.

In the Odebelt-Arthur school district, several students were in an "ungraded" category. It was assumed that these students would be evenly distributed among the grades to which they would normally be assigned. In the case of Odebolt-Arthur these primary students were evenly distributed among grades 1-3, and the letters "Est," ("estimated") were placed above the numbers in question.

In summary, there were 39,123 students in the 47 public school systems and 3065 private school students enrolled at Area V in the fall of 1972. Thus, 42,188 students enrolled in grades K-12 in the area that fall.

As stated earlier, the data from the school census conducted in June, 1972, indicates a continuing drop in school enrollments at least until 1990. The actual numbers of young persons under five years of age in June, 1972, are shown in Table II, and graphically represented in Figure F.

According to the Iowa State Department of Public Instruction, which compiled the data, experience has shown that "due to inaccuracy in census enumeration, mobility of population, and the time differential from the June census to the . . . September enrollment data, the typical fall enrollment of five year olds identified in the school census . . . has been an increase

The actual drop-out rate for all of Area VI for Fiscal Year 1972 was 10.6% for grades seven through twelve. The actual twelfth grade rate was 2.81%. The effect of these actual rather than projected rates is shown in Figure E.

The data displayed in Figures D and E make it apparent that there will be more graduating seniors from which to draw in 1979 than in 1973, fewer seniors will be available to the area schools in 1984. In 1979 there will be approximately 65 more seniors than in 1973; yet by 1984 there will be nearly 200 fewer seniors than in 1973.

It is also interesting to note that the actual drop-out rate in Area VI in FY '72 was somewhat less than the state drop-out rate. The state drop-out rate for grades 7-12 was 14.8%, while in Area VI it was 10.6%. For grade twelve, the rates were 3.85% and 2.81% for the state and Area VI respectively.

The young people who drop out of school certainly provide a "pool" of additional potential students from which the area school might draw. Special high school completion programs, credit for high school graduation for vocational-technical credit, and other more imaginative approaches should be incorporated into the offerings of Area VI to meet the needs of at least some of the approximately 211 1972 sixth graders and 180 1972 first graders who are predicted to be drop-outs. In fact, the secondary school drop-out population might provide substantial numbers of students in the future if their needs could be met by the area school.

Table I contains a summary of the basic data from which the first five enrollment figures were drawn. These statistics were compiled from the enrollment reports submitted to the Iowa Department of Public Instruction by the elementary/secondary school districts during the second week of the fall term in 1972.

In summary, there were 24,166 students in the 22 public school systems and 337 private school students enrolled at Area VI in the fall of 1972. Thus, 24,503 students were enrolled in grades K-12 in the area that fall.

As stated earlier, the data from the school census conducted in June, 1972, indicates a continuing drop in school enrollments at least until 1990. The actual numbers of young persons under five years of age in June, 1972, shown in Table II, and graphically represented in Figure F.

According to the Iowa State Department of Public Instruction, which compiled the data, experience has shown that "due to inaccuracy in census enumeration, mobility of population, and the time differential from the June census to the . . . September enrollment data, the typical fall enrollment of five year olds identified in the school census . . . has been an increase on an average by +1.8 percent at the time of kindergarten enrollment."[7] This 1.8 percent increase has been applied to the

The actual drop-out rate for all of Area VII for Fiscal Year 1972 was 14.7% for grade seven through twelve. The actual twelfth grade rate was 4.45%. The effect of these actual rather than projected rates is shown in Figure E.

The data displayed in Figures D and E make it apparent that there will be more graduating seniors from which to draw in 1980 than in 1973, fewer seniors will be available to the area schools in 1984. In 1980 there will be approximately 145 more seniors than in 1973; yet by 1984 there will be 348 fewer graduating seniors than in 1973.

It is also interesting to note that the actual drop-out rate in Area VII in FY '72 losely approximated the state drop-out rate. The state drop-out rate for grades 7-12 was 14.8% while in Area VII it was 14.7%. For grade twelve, the rates were 3.85% and 4.45% for the state and Area VII respectively. Apparently there is a greater propensity for 12th graders to drop out in Area VII than in the state as a whole.

The young people who drop out of school certainly provide a "pool" of additional potential students from which the area school might draw. Special high school completion programs, credit for high school graduation for vocational-technical credit, and other more imaginative approaches should be incorporated into the offerings of Area VII to meet the needs of at least some of the approximately 644-1972 fifth graders and 558-1972 first graders who are predicted to be drop-outs. In fact, the secondary school drop-out population might provide substantial numbers of students in the future if their needs could be met by the area school.

Table I contains a summary of the basic data from which the first five enrollment figures were drawn. These statistics were complied from the enrollment reports submitted to the Iowa Department of Public Instruction by the elementary/secondary school districts during the second week of the fall term in 1972.

In some school districts, as Cedar Falls, several students were in an "ungraded" category. It was assumed that these students would be evenly distributed among the grades to which they would normally be assigned. In the case of Cedar Falls, the 258 elementary students were evenly distributed among grades one through six, and the letter "Est," ("estimated") were placed above the numbers in question.

In summary, there were 47,639 students in the 26 public school systems and 5,629 private school students enrolled at Area VII in the fall of 1972. Thus, 53,268 students enrolled in grades K-12 in the area that fall.

As stated earlier, the data from the school census conducted in June, 1972, indicates a continuing drop in school enrollments at least until 1990. The actual numbers of young persons under five years of age in June, 1972, are shown in Table II, and graphically represented in Figure F.

According to the Iowa State Department of Public Instruction, which complied the data, experience has shown that "due to inaccuracy in census enumeration, mobility of population, and the time differential from the June census to the . . . September enrollment data, the typical fall enrollment of five year olds indentified in the school census. . . has been an increase

The actual drop-out rate for all of Area IX for Fiscal Year 1972 was 17.9% for grades seven through twelve. The effect of these actual rather than projected rates is shown in Figures E.

The data displayed in Figures D and E make it apparent that there will be more graduating seniors from which to draw in 1979 than in 1973, fewer seniors will again be available to the area school in 1984. In 1979 there will be approximately 507 more seniors than in 1973; yet by 1984 there will be only 57 more seniors than in 1973.

It is also interesting to note that the actual drop-out rate in Area IX in FY '72 was larger than the state drop-out rate. the state drop-out rate for grades 7-12 was 14.8%, while in Area IX it was 17.9%. For grade twelve, the rates were 3.85% and 4.35% for the state and Area IX respectively.

The young people who drop out of school certainly provide a "pool" of additional potential students from which the area school might draw. Special high school completion programs, credit for high school graduation for vocational-technical credit, and other more imaginative approaches should be incorporated into the offerings of Area IX to meet the needs of at least some of the approximately 1060 1972 sixth graders and 963 1972 first graders who are predicted to be drop-outs. In fact, the secondary school drop-out population might provide substantial numbers of students in the future if their needs could be met by the area school.

Table I contains a summary of the basic data from which the first five enrollment figures were drawn. These statistics were compiled from the enrollment reports submitted to the Iowa Department of Public Instruction by the elementary/secondary school districts during the second week of the fall term in 1972.

In some school districts, as West Liberty, several students were in an "ungraded" category. It was assumed that these students would be evenly distributed among the grades to which they would normally be assigned. In the case of West Liberty, the upper elementary students so designated were evenly distributed among grades 4, 5, and 6, and the letters "Est," ("estimated") were placed above the numbers in question.

In summary, there were 65,463 students in the 25 public school systems and 5,744 private school students enrolled at Area IX in the fall of 1972. Thus, 71,207 students enrolled in grades K-12 in the area that fall.

As stated earlier, the data from the school census, conducted in June, 1972, indicates a continuing drop in school enrollments at least until 1990. The actual numbers of young persons under five years of age in June 1972, are shown in Table II, and graphically represented in Figure F.

According to the Iowa State Department of Public Instruction, which compiled the data, experience has shown that "due to inaccuracy in census enumeration, mobility of population, and the time differential from the June census to the . . . September enrollment data, the typical fall enrollment of five year olds identified in the school census . . . has been an increase

The actual drop-out rate for all of Area X for fiscal year 1972 was 14.2% for grades seven through twelve. The actual twelfth grade rate was 3.17%. The effect of these actual rather than projected rates is shown in Figure E.

The data displayed in Figures D and E make it apparent that there will be more graduating seniors from which to draw in 1978 than in 1973, fewer seniors will be available to the area schools in 1984. In 1978 there will be approximately 600 more seniors than in 1973; yet by 1984 there will be 98 or about 2% fewer seniors than in 1973.

It is also interesting to note that the actual drop-out rate in Area X in FY '72 closely approximated the state drop-out rate. The state drop-out rate for grades 7-12 was 14.8%, while in Area X it was 14.2%. For grade twelve, the rates were 3.85% and 3.17% for the state and Area X respectively.

The young people who drop out of school provide a "pool" of additional potential students from which the area school might draw. Special high school completion programs, credit for high school graduation for vocational-technical credit, and other more imaginative approaches should be incorporated into the offerings of Area X to meet the needs of at least some of the approximately 942 1972 eighth graders and 824 1972 first graders who are predicted to be drop-outs. In fact, the secondary school drop-out population might provide substantial numbers of students in the future if their needs could be met by the area school.

Table I contains a summary of the basic data from which the first five enrollment figures were drawn. These statistics were compiled from the enrollment reports submitted to the Iowa Department of Public Instruction by the elementary/secondary school districts during the second week of the fall term in 1972.

In some school districts, as Cedar Rapids, several students were in an "ungraded" category. It was assumed that these students would be evenly distributed among the grades to which they would normally be assigned. In the case of Cedar Rapids the elementary students so identified were evenly distributed among grades one through six, and the letters "Est," ("estimated") were placed above the numbers in question.

In summary, there were 73,484 students in the 39 public school systems and 6067 private school students enrolled at Area X in the fall of 1972. Thus, 79,551 students enrolled in grades K-12 in the area that fall.

As stated earlier, the data from the school census conducted in June, 1972, indicates a continuing drop in school enrollments at least until 1990. The actual numbers of young persons under five years of age in June, 1972, are shown in Table II, and graphically represented in Figure F.

According to the Iowa State Department of Public Instruction, which compiled the data, experience has shown that "due to inaccuracy in census enumeration, mobility of population, and the time differential from the June census to the . . . September enrollment data, the typical fall enrollment of five year olds identified in the school census . . . has been an increase

The data displayed in Figures D and E make it apparent that there will be more graduating seniors from which to draw in 1978 than in 1973, fewer seniors will be available to the area schools in 1984. In 1978 there will be approximately 361 more seniors than in 1973; yet by 1984 there will be 1057, or 12.1% fewer seniors than in 1973.

It is also interesting to note that the actual drop-out rate in Area XI in FY '72 was somewhat greater than the state drop-out rate. The state drop-out rate for grades 7-12 was 14.8%, while in Area XI it was 18.2%. For grade twelve, the rates were 3.85% and 4.68% for the state of Area XI respectively.

The young people who drop out of school certainly provide a "pool" of additional potential students from which the area school might draw. Special high school completion programs, credit for high school graduation for vocational-technical credit, and other more imaginative approaches should be incorporated into the offerings of Area XI to meet the needs of at least some of the approximately 2023 1972 seventh graders and 1708 1972 first graders who are predicted to be drop-outs. In fact, the secondary school drop-out population might provide substantial numbers of students in the future if their needs could be met by the area school.

Table I contains a summary of the basic data from which the first five enrollment figures were drawn. These statistics were compiled from the enrollment reports submitted to the Iowa Department of Public Instruction by the elementary/secondary school districts during the second week of the fall term in 1972.

In some school districts, as Urbandale, several students were in an "ungraded" category. It was assumed that these students would be evenly distributed among the grades to which they would normally be assigned. In the case of Urbandale, the elementary students were evenly distributed among grades one through six, and the letters "Est," ("estimated") were placed above the numbers in question.

In summary, there were 123,617 students in the 68 public school systems and 10,925 private school students enrolled at Area XI in the fall of 1972. Thus, 134,542 students enrolled in grades K-12 in the area that fall.

As stated earlier, the data from the school census, conducted in June, 1972, indicates a continuing drop in school enrollments at least until 1990. The actual numbers of young persons under five years of age in June, 1972, are shown in Table II, and graphically represented in Figure F.

According to the Iowa State Department of Public Instruction, which compiled the data, experience has shown that "due to inaccuracy in census enumeration, mobility of population, and the time differential from the June census to the . . . September enrollment data, the typical fall enrollment of five year olds identified in the school census. . . has been an increase

The actual drop-out rate for all of Area XII for Fiscal Year 1972 was 15.5% for grades seven through twelve. The actual twelfth grade rate was 4.3%. The effect of these actual rather than projected rates is shown in Figure E.

The data displayed in Figures D and E make it apparent that there will be more graduating seniors from which to draw in 1979 than in 1973, fewer seniors will be available to the area schools in 1984. In 1979 there will be approximately 122 more seniors than in 1973; yet by 1984 there will be 571 (18.1%) fewer seniors than in 1973.

It is also interesting to note that the actual drop-out rate in Area XII in FY '72 closely approximated the state drop-out rate. The state drop-out rate for grades 7-12 was 14.8%, while in Area XII it was 15.5%. For grade twelve, the rates were 3.85% and 4.3% for the state and Area XII respectively.

The young people who drop out of school certainly provide a "pool" of additonal potential students from which the area school might draw. Special high school completion programs, credit for high school graduation for vocational-technical credit, and other more imaginative approaches should be incorporated into the offerings of Area XII to meet the needs of at least some of the approximately 602 1972 sixth graders and 473 1972 first graders who are predicted to be drop-outs. In fact, the secondary school drop-out population might provide substantial number of students in the future if their needs could be met by the area school.

Table I contains a summary of the basic data from which the first five enrollment figures were drawn. These statistics were compiled from the enrollment reports submitted to the Iowa Department of Public Instruction by the elementary/secondary school districts during the second week of the fall term in 1972.

In some school districts, as Schleswig, several students were in an "ungraded" category. It was assumed that these students would be evenly distributed among the grades to which they would normally be assigned. In the case of Schleswig, the middle school students were evenly distributed among grades six, seven, and eight, and the letters "Est," ("estimated") were placed above the numbers in question.

In summary, there were 40,337 students in the 30 public school systems and 5162 private school students enrolled at Area XII in the fall of 1972. Thus, 45,499 students enrolled in grades K-12 in the area that fall.

As stated earlier, the data from the school census conducted in June, 1972, indicates a continuing drop in school enrollments at least until 1990. The actual numbers of young persons under five years of age in June, 1972, are shown in Table II, and graphically represented in Figure F.

According to the Iowa State Department of Public Instruction, which compiled the data, experience has shown that "due to inaccuracy in census enumeration, mobility of population, and the time differential from the June census to the . . . September enrollment data, the typical fall enrollment of five year olds identified in the school census . . . has been an increase

The actual drop-out rate for all of Area XIII for Fiscal Year 1972 was 17.6% for grades seven through twelve. The effect of these actual rather than projected rates is shown in Figure E.

The data displayed in Figures D and E make it apparent that there will be more graduating seniors from which to draw in 1979 than in 1973, fewer seniors will be available to the area schools in 1984. In 1979 there will be approximately 178 more seniors than in 1973; yet by 1984 there will be 591 fewer seniors than in 1973.

It is also interesting to note that the actual drop-out rate in Area XIII in FY '72 was somewhat higher than the state drop-out rate. The state drop-out rate for grades 7-12 was 14.8%, while in Area XIII it was 17.6%. For grade twelve, the rates were 3.85% and 4.77% for the state and Area XIII respectively.

The young people who drop out of school certainly provide a "pool" of additional potential students from which the area school might draw. Special high school completion programs, credit for high school graduation for vocational-technical credit, and other more imaginative approaches should be incorporated into the offerings of Area XIII to meet the needs of at least some of the approximately 677 1972 sixth graders and 512 1972 first graders who are predicted to be drop-outs. In fact, the secondary school drop-out population might provide substantial numbers of students in the future if their needs could be met by the area school.

Table I contains a summary of the basic data from which the first five enrollment figures were drawn. These statistics were compiled from the enrollment reports submitted to the Iowa Department of Public Instruction by the elementary/secondary school districts during the second week of the fall term in 1972.

In some school districts, as Clarinda, several students were in an "ungraded" category. It was assumed that these students would be evenly distributed among the grades to which they would normally be assigned. In the case of Clarinda, the elementary students so designated were evenly distributed among grades K through 6, and the letters "Est," ("estimated") were placed above the numbers in question.

In summary, there were 43,086 students in the 33 public school systems and 2134 private school students enrolled at Area XIII in the fall of 1972. Thus, 45,220 students enrolled in grades K-12 in the area that fall.

As stated earlier, the data from the school census conducted in June, 1972, indicates a continuing drop in school enrollments at least until 1990. The actual numbers of young persons under five years of age in June, 1972, are shown in Table II, and graphically represented in Figure F.

According to the Iowa State Department of Public Instruction, which compiled the data, experience has shown that "due to inaccuracy in census enumeration, mobility of population, and the time differential from the June census to the . . . September enrollment data, the typical fall enrollment of five year olds identified in the school census . . . has been an increase

The data displayed in Figures D and E make it apparent that there will be more graduating seniors from which to draw in 1977 than in 1973, fewer seniors will be available to the area schools in 1984. In 1977 there will be approximately 70 more seniors than in 1973; yet by 1984 there will be 284 fewer seniors than in 1973.

It is also interesting to note that the actual drop-out rate in Area XIV in FY '72 was lower than the state drop-out rate. The state drop-out rate for grades 7-12 was 14.8%, while in Area XIV it was 11.0% For grade twelve, the rates were 3.85% and 2.85% for the state and Area XIV respectively.

The young people who drop out of school certainly provide a "pool" of additional potential students from which the area school might draw. Special high school completion programs, credit for high school graduation for vocational-technical credit, and other more imaginative approaches should be incorporated into the offerings of Area XIV to meet the needs of at least some of the approximately 154 1972 eighth graders and 111 1972 first graders who are predicted to be drop-outs. In fact, the secondary school drop-out population might provide substantial numbers of students in the future if their needs could be met by the area school.

Table I contains a summary of the basic data from which the first five enrollment figures were drawn. These statistics were compiled from the enrollment reports submitted to the Iowa Department of Public Instruction by the elementary/secondary school districts during the second week of the fall term in 1972.

In some school districts, as Greenfield, several students were in an "ungraded" category. It was assumed that these students would be evenly distributed among the grades to which they would normally be assigned. In the case of Greenfield, the elementary students so designated were evenly distributed among grades K-6, and the letters "Est," ("estimated") were placed above the numbers in question.

In summary, there were 16,093 students in the 22 public school systems and 141 private school students enrolled at Area XIV in the fall of 1972. Thus, 16,234 students enrolled in grades K-12 in the area that fall.

As stated earlier, the data from the school census conducted in June, 1972, indicates a continuing drop in school enrollments at least until 1990. The actual numbers of young persons under five years of age in June, 1972, are shown in Table II, and graphically represented in Figure F.

According to the Iowa State Department of Public Instruction, which compiled the data, experience has shown that "due to inaccuracy in census enumeration, mobility of population, and the time differential from the June census to the . . . September enrollment data, the typical fall enrollment of five year olds identified in the school census . . . has been an increase on an average by +1.8 percent at the time of kindergarten enrollment."[7] This 1.8 percent increase has been applied to the area total enrollment in Figure F.

The actual drop-out rate for all of Area XV for Fiscal Year 1972 was 15.3% for grades seven through twelve. The effect of these actual rather than projected rates is shown in Figure E.

The data displayed in Figures D and E make it apparent that there will be nearly the same number of graduating seniors from which to draw in 1979 than in 1973, even fewer seniors will be available to the area schools in 1984. In 1979 there will be approximately 56 fewer seniors than in 1973; yet by 1984 there will be 598 fewer seniors than in 1974.

It is also interesting to note that the actual drop-out rate in Area XV in FY '72 was similar to the state drop-out rate. The state drop-out rate for grades 7-12 was 14.8%, while in Area XV it was 15.3%. For grade twelve, the rates were 3.85% and 4.0% for the state and Area XV respectively.

The young people who drop out of school certainly provide a "pool" of additional potential students from which the area school might draw. Special high school completion programs, credit for high school graduation for vocational-technical credit, and other more imaginative approaches should be incorporated into the offerings of Area XV to meet the needs of at least some of the approximately 435 1972 sixth graders and 338 1972 first graders who are predicted to be drop-outs. In fact, the secondary school drop-out population might provide substantial numbers of students in the future if their needs could be met by the area school.

Table I contains a summary of the basic data from which the first five enrollment figures were drawn. These statistics were compiled from the enrollment reports submitted to the Iowa Department of Public Instruction by the elementary/secondary school districts during the second week of the fall term in 1972.

In summary, there were 33,770 students in the 26 public school systems and 513 private school students enrolled at Area XV in the fall of 1972. Thus, 34,283 students enrolled in grades K-12 in the area that fall.

As stated earlier, the data from the school census conducted in June, 1972, indicates a continuing drop in school enrollments at least until 1990. The actual numbers of young persons under five years of age in June, 1972, are shown in Table II, and graphically represented in Figure F.

According to the Iowa State Department of Public Instruction, which compiled the data, experience has shown that "due to inaccuracy in census enumeration, mobility of population, and the time differential from the June census to the . . . September enrollment data, the typical fall enrollment of five year olds indentified in the school census . . . has been an increase on an average by +1.8 percent at the time of kindergarten enrollment."[7] This 1.8 percent increase has been applied to the area total enrollment in Figure F.

The actual drop-out rate for all of Area XVI for Fiscal Year 1972 was 18.0% for grades seven through twelve. The effect of these actual rather than projected rates is shown in Figure E.

The data displayed in Figures D and E make it apparent that there will be only slightly fewer graduating seniors from which to draw in 1980 than in 1973, even fewer seniors will be available to the area schools in 1984. In 1978 there will be approximately 68 fewer seniors than in 1973; yet by 1984 there will be 300 fewer seniors than in 1973.

It is also interesting to note that the actual drop-out rate in Area XVI in FY '72 was somewhat higher than the state drop-out rate. The state drop-out rate for grades 7-12 was 14.8%, while in Area XVI it was 18.0%. For grade twelve, the rates were 3.85% and 4.64% for the state and Area XVI respectively.

The young people who drop out of school certainly provide a "pool" of additional potential students from which the area school might draw. Special high school completion programs, credit for high school graduation for vocational-technical credit, and other more imaginative approaches should be incorporated into the offerings of Area XVI to meet the needs of at least some of the approximately 356 1972 fifth graders and 314 1972 first graders who are predicted to be drop-outs. In fact, the secondary school drop-out population might provide substantial numbers of students in the future if their needs could be met by the area school.

Table I contains a summary of the basic data from which the first five enrollment figures were drawn. These statistics were compiled from the enrollment reports submitted to the Iowa Department of Public Instruction by the elementary/secondary school districts during the second week of the fall term in 1972.

In some school districts, as Keokuk, several students were in an "ungraded" category. It was assumed that these students would be evenly distributed among the grades to which they would normally be assigned. In the case of Keokuk, the elementary students so designated were evenly distributed among grades K-6, and the letters "est," ("estimated") were placed above the numbers in question.

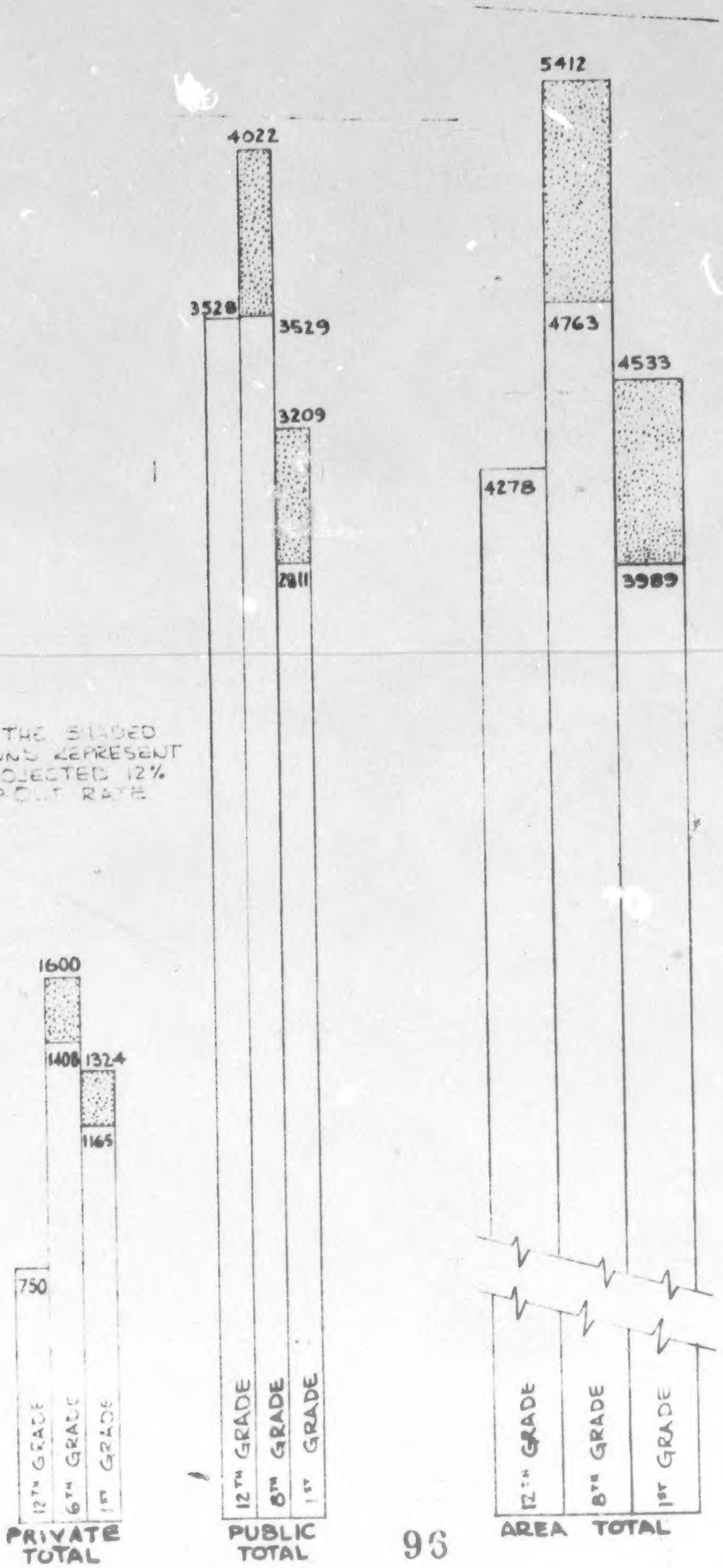
In summary, there were 24,401 students in the 13 public school systems and 2,552 private school students enrolled at Area XVI in the fall of 1972. Thus, 26,953 students enrolled in grades K-12 in the area that fall.

As stated earlier, the data from the school census conducted in June, 1972, indicates a continuing drop in school enrollments at least until 1990. The actual numbers of young persons under five years of age in June, 1972, are shown in Table II, and graphically represented in Figure F.

According to the Iowa State Department of Public Instruction, which compiled the data, experience has shown that "due to inaccuracy in census enumeration, mobility of population, and the time differential from the June census to the . . . September enrollment data, the typical fall enrollment of five year olds identified in the school census . . . has been an increase

FIGURE D

AREA I
ELEMENTARY/SECONDARY
ENROLLMENT TOTALS



NOTE THE SHADED PORTIONS REPRESENT A PROJECTED 12% DROP OUT RATE

FIGURE D

ELEMENTARY/SECONDARY
ENROLLMENT TOTALS
AREA 2

NOTE: THE SHADED PORTIONS REPRESENT
A 12% PROJECTED ATTRITION RATE

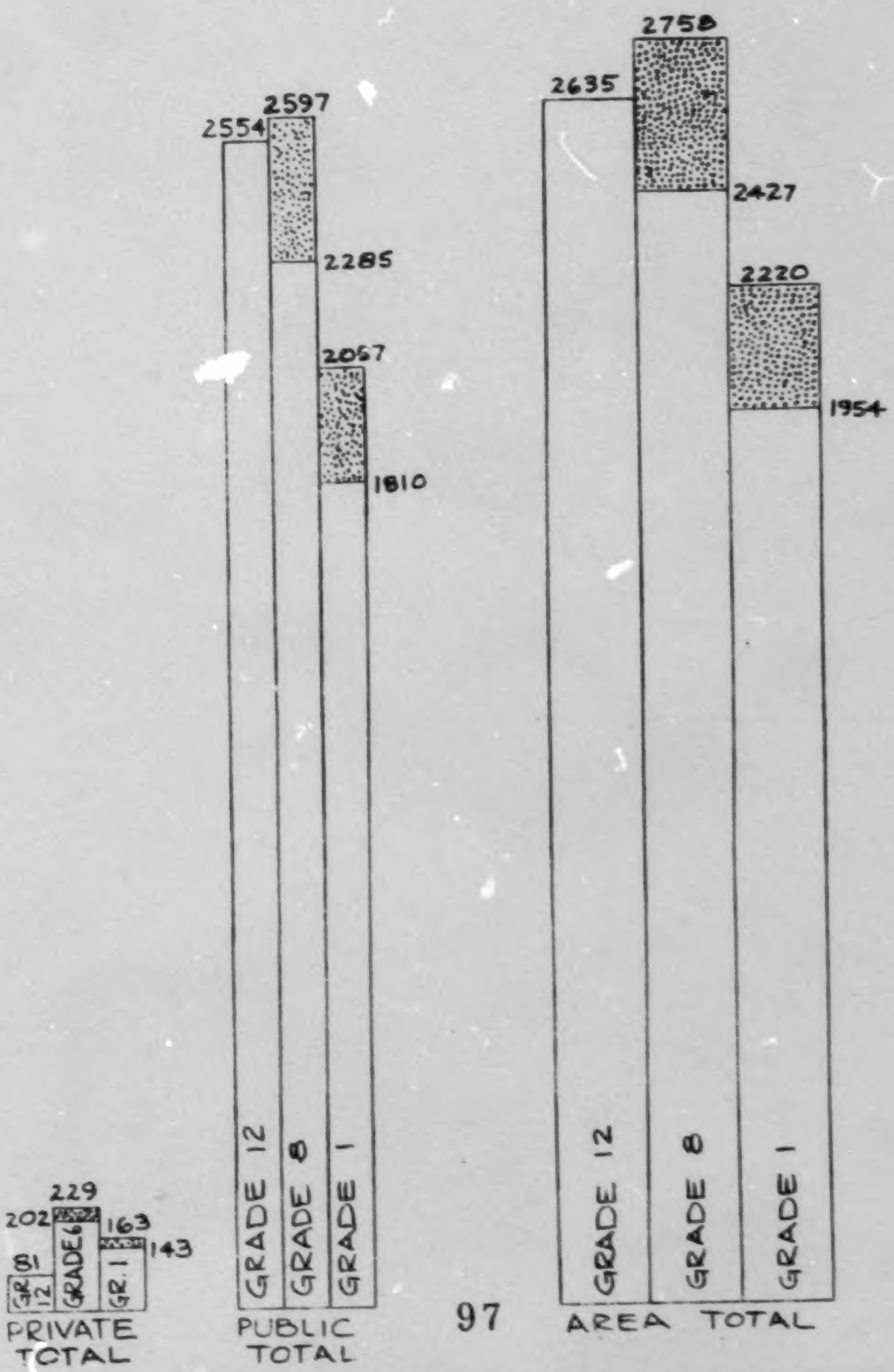


FIGURE D

ELEMENTARY/SECONDARY ENROLLMENT TOTALS
AREA 3

NOTE: THE SHADED PORTIONS REPRESENT A 7% PROJECTED ATTRITION RATE

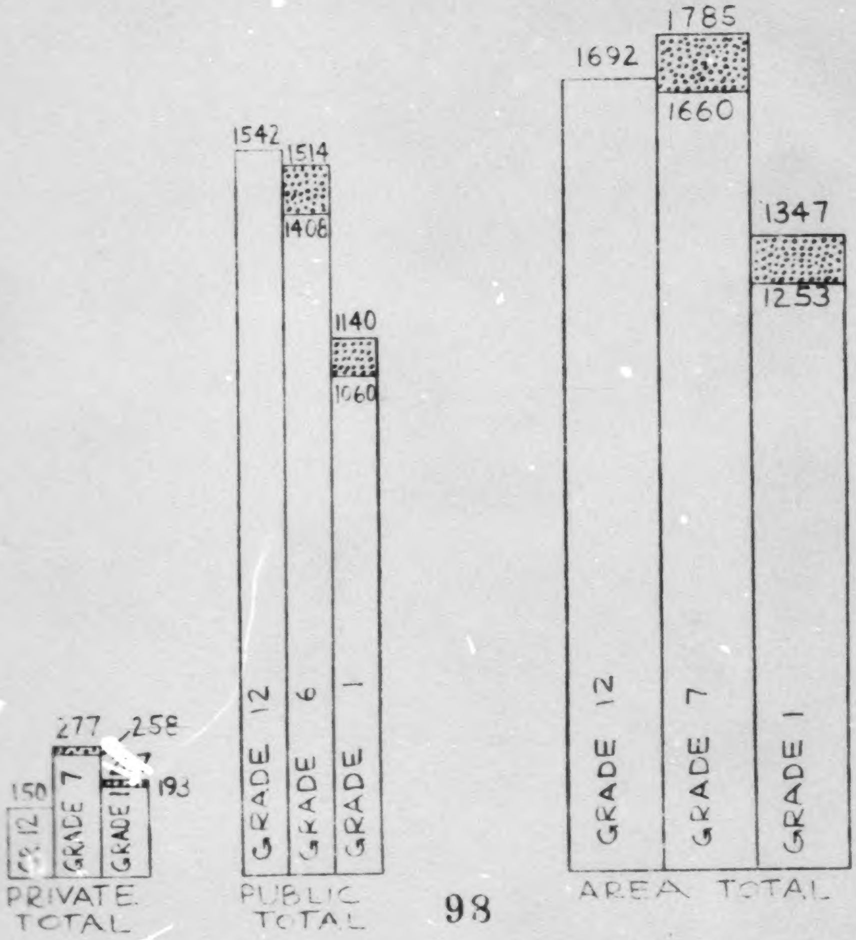


FIGURE D

ELEMENTARY/SECONDARY ENROLLMENT TOTALS
AREA 4

NOTE THE SHADED PORTIONS REPRESENT
A 7% PROJECTED ATTRITION RATE

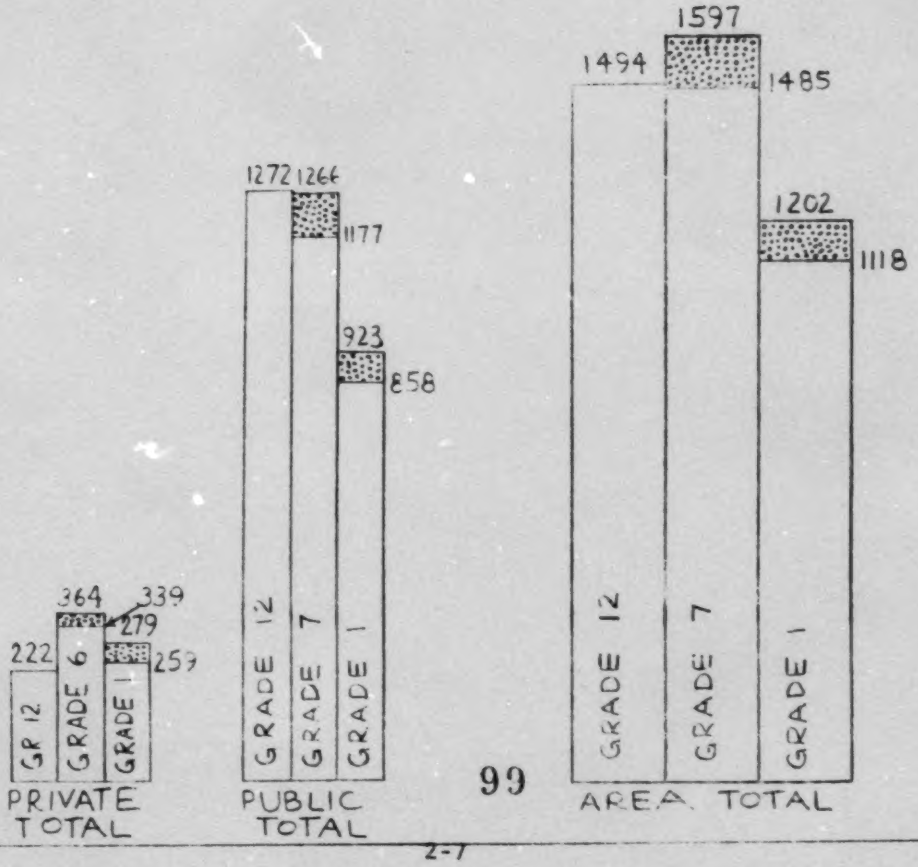


FIGURE D

ELEMENTARY/SECONDARY ENROLLMENT TOTALS AREA 5

NOTE: THE SHADED PORTIONS REPRESENT A 10% PROJECTED ATTRITION RATE

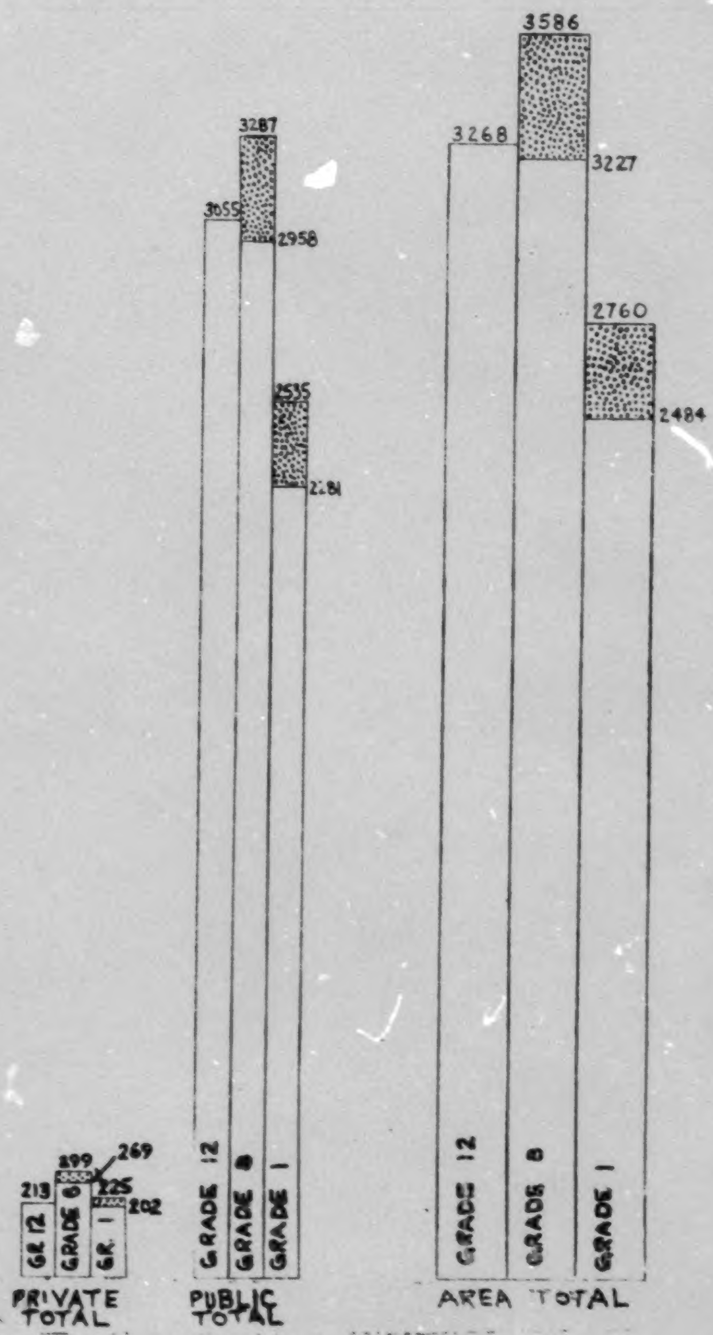
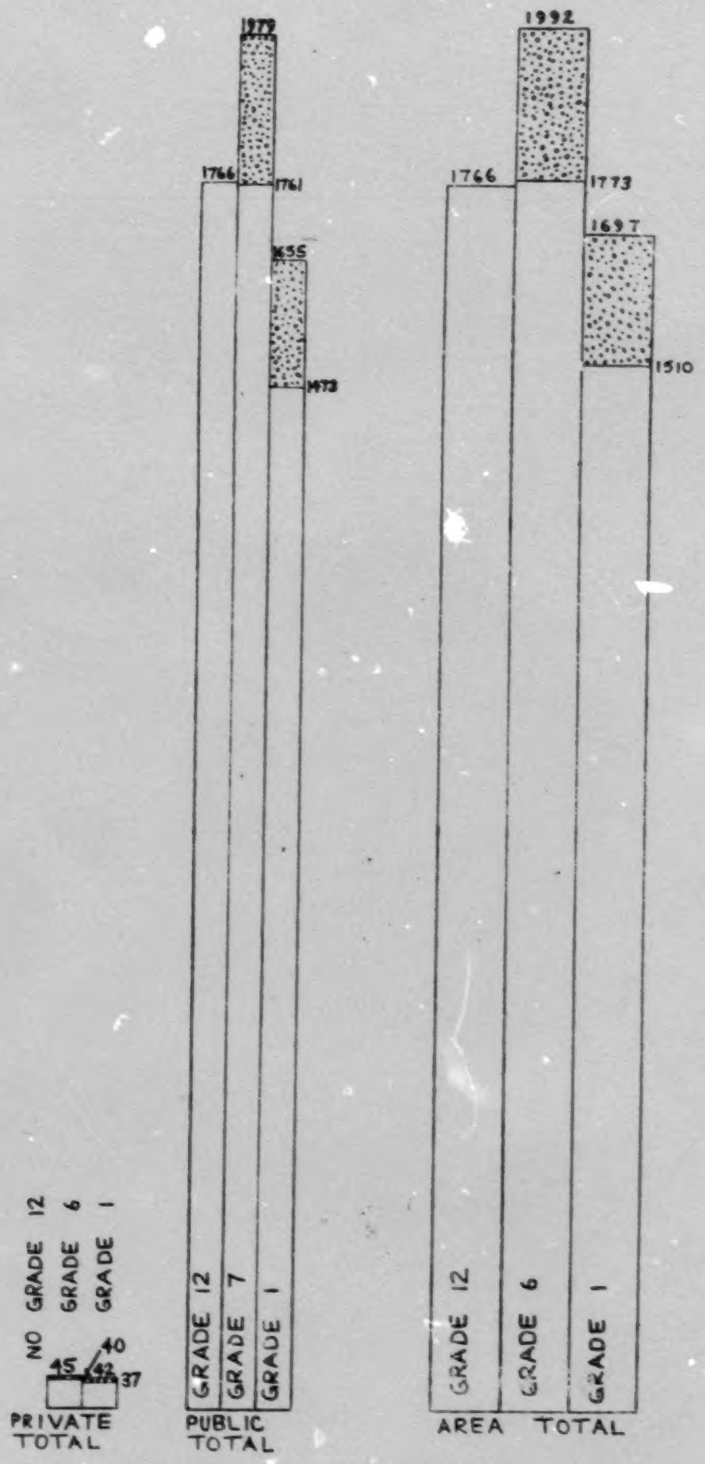


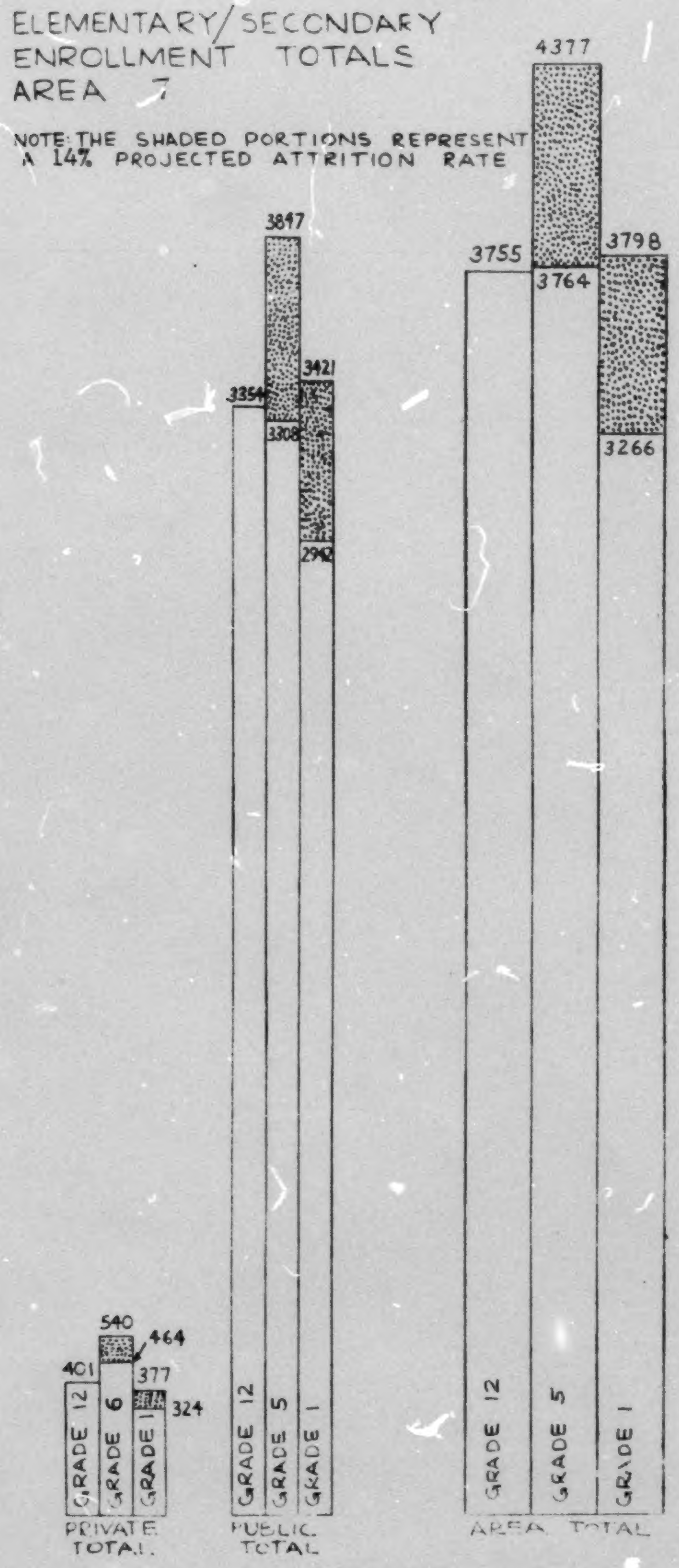
FIGURE D

ELEMENTARY/SECONDARY ENROLLMENT TOTALS AREA 6



NOTE THE SHADED PORTIONS REPRESENT
AN 11% PROJECTED ATTRITION RATE

FIGURE D



ELEMENTARY/SECONDARY ENROLLMENT TOTALS AREA 7

NOTE: THE SHADED PORTIONS REPRESENT A 14% PROJECTED ATTRITION RATE

FIGURE D

ELEMENTARY/SECONDARY
ENROLLMENT TOTALS
AREA 9

NOTE: THE SHADED PORTIONS REPRESENT
A 16% PROJECTED ATTRITION RATE

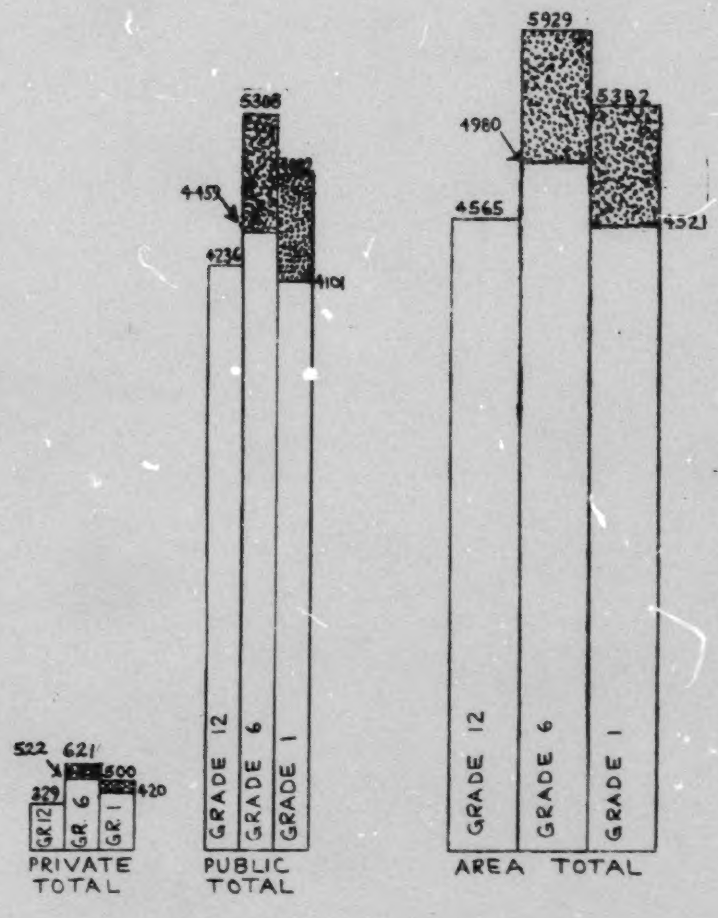


FIGURE D

ELEMENTARY/SECONDARY
ENROLLMENT TOTALS
AREA 10

NOTE THE SHADED PORTIONS REPRESENT
A 14% PROJECTED ATTRITION RATE

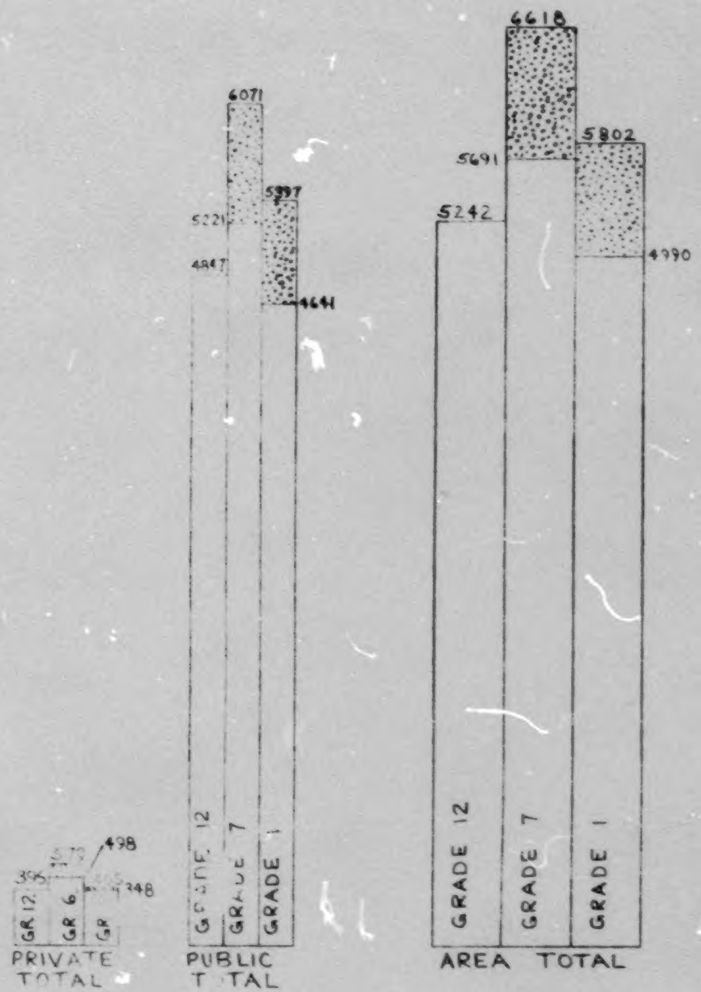


FIGURE D

ELEMENTARY/SECONDARY ENROLLMENT TOTALS AREA II

NOTE: THE SHADED PORTIONS REPRESENT A 15% PROJECTED ATTRITION RATE

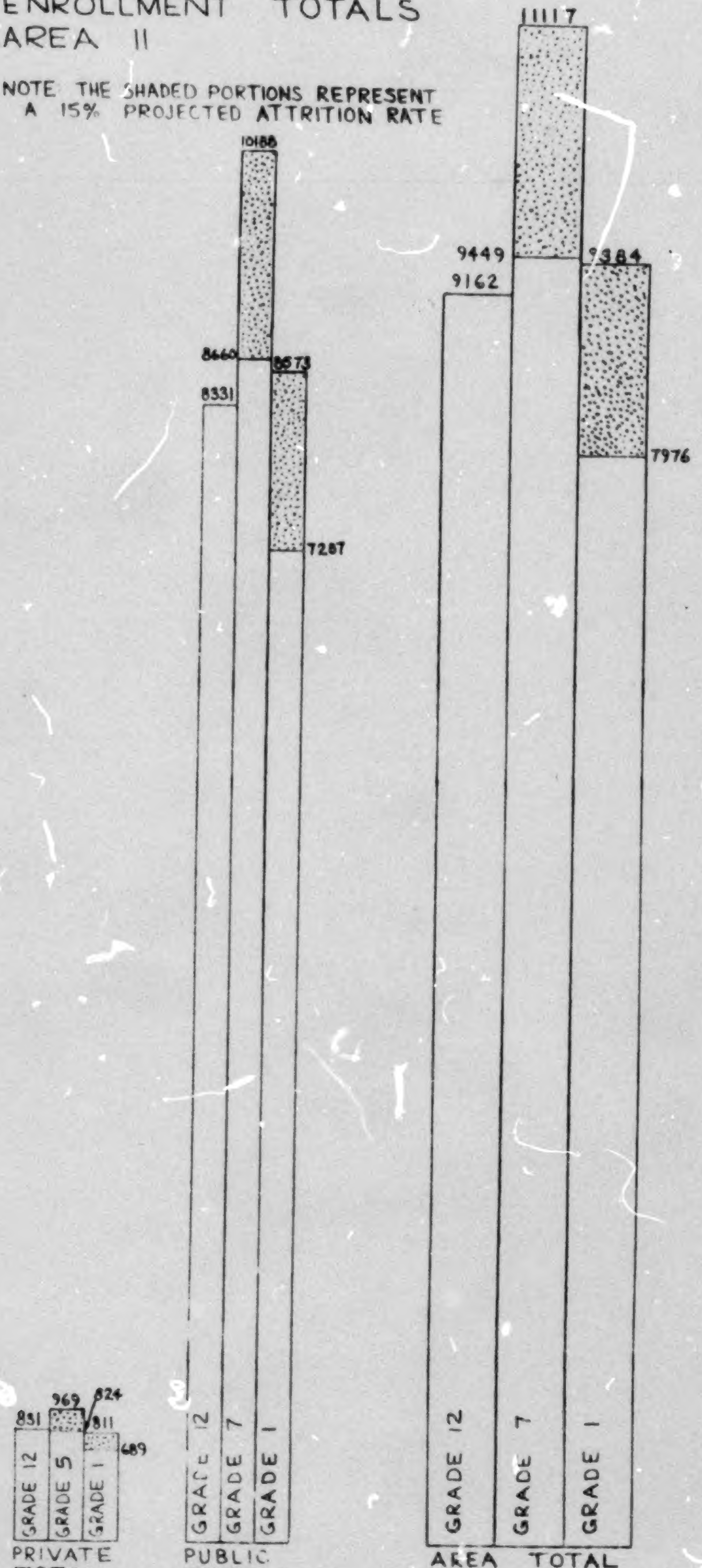


FIGURE D

ELEMENTARY/SECONDARY
ENROLLMENT TOTALS
AREA 12

NOTE: THE SHADED PORTIONS REPRESENT A 13% PROJECTED ATTRITION RATE

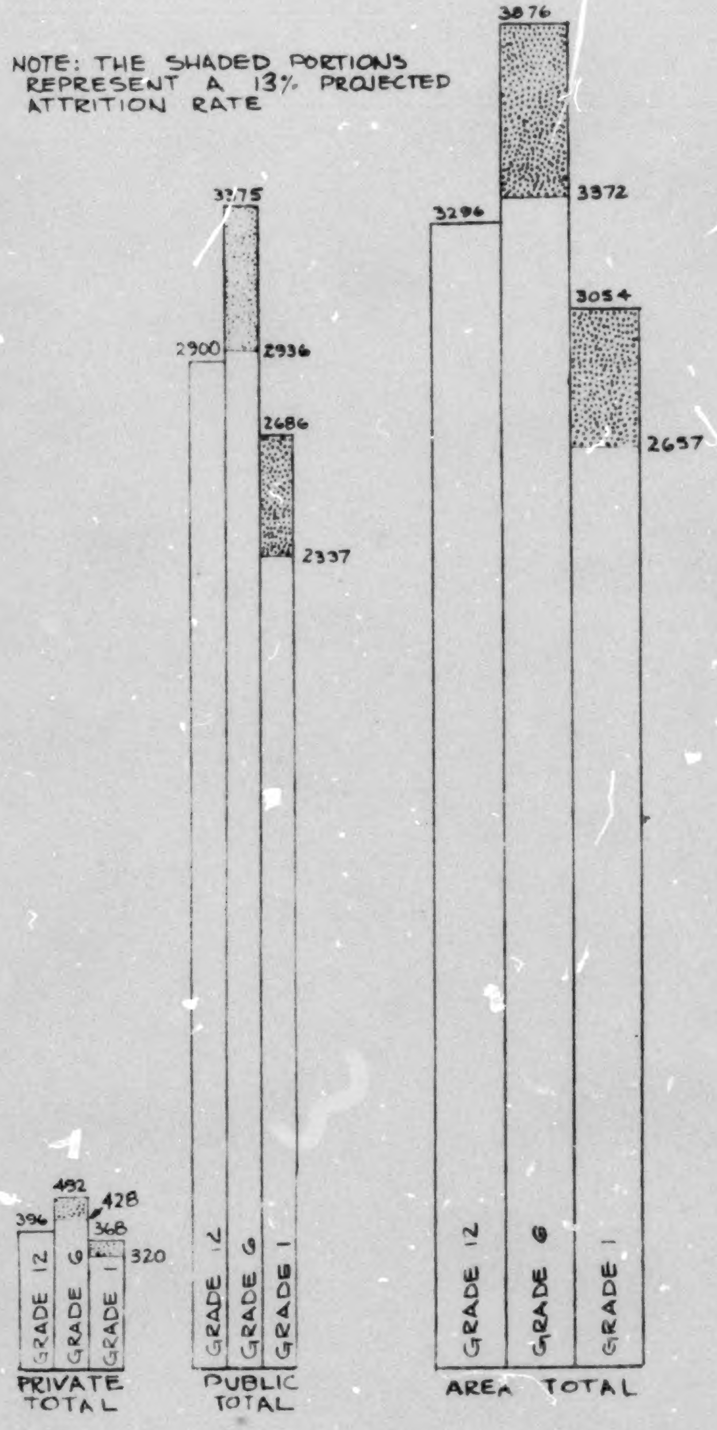


FIGURE D

ELEMENTARY/SECONDARY ENROLLMENT TOTALS AREA 13

NOTE THE SHADED PORTIONS REPRESENT A 12% PROJECTED ATTRITION RATE

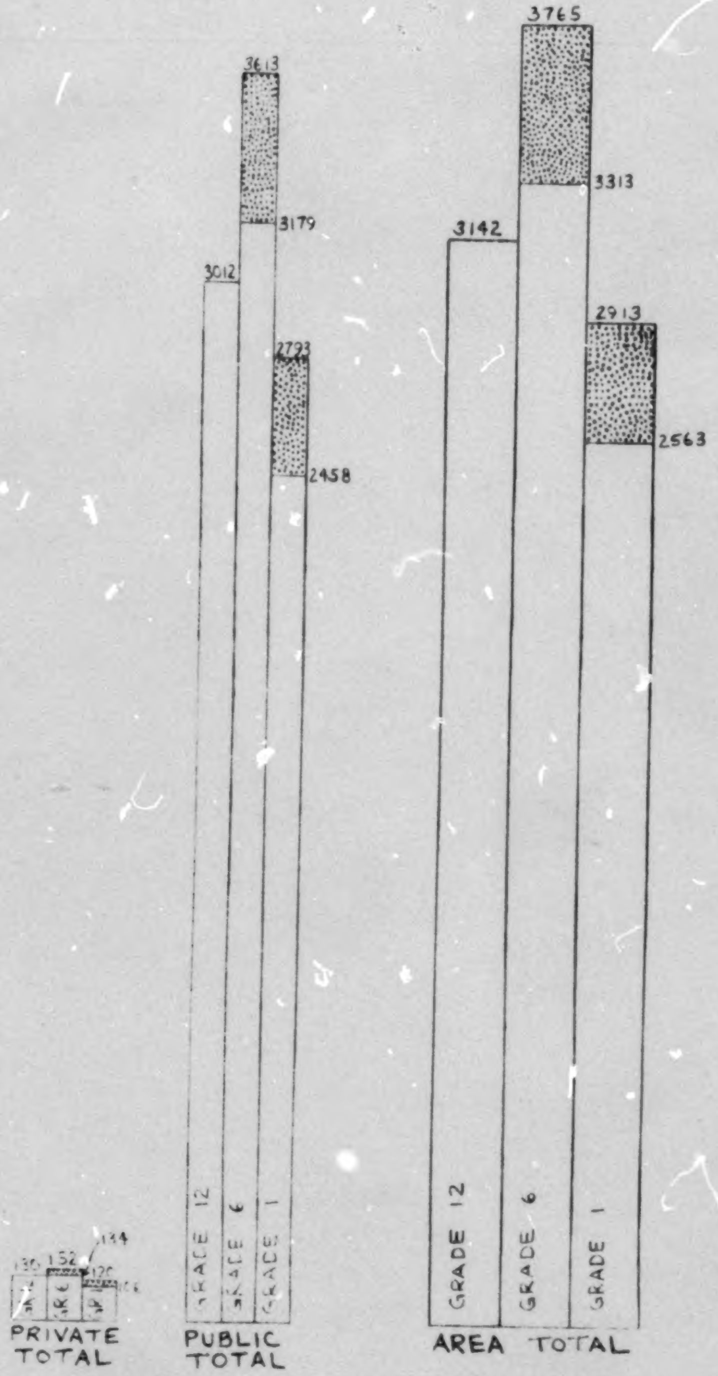


FIGURE D

ELEMENTARY/SECONDARY ENROLLMENT TOTALS AREA 14

NOTE: THE SHADED PORTIONS REPRESENT A 7% PROJECTED ATTRITION RATE

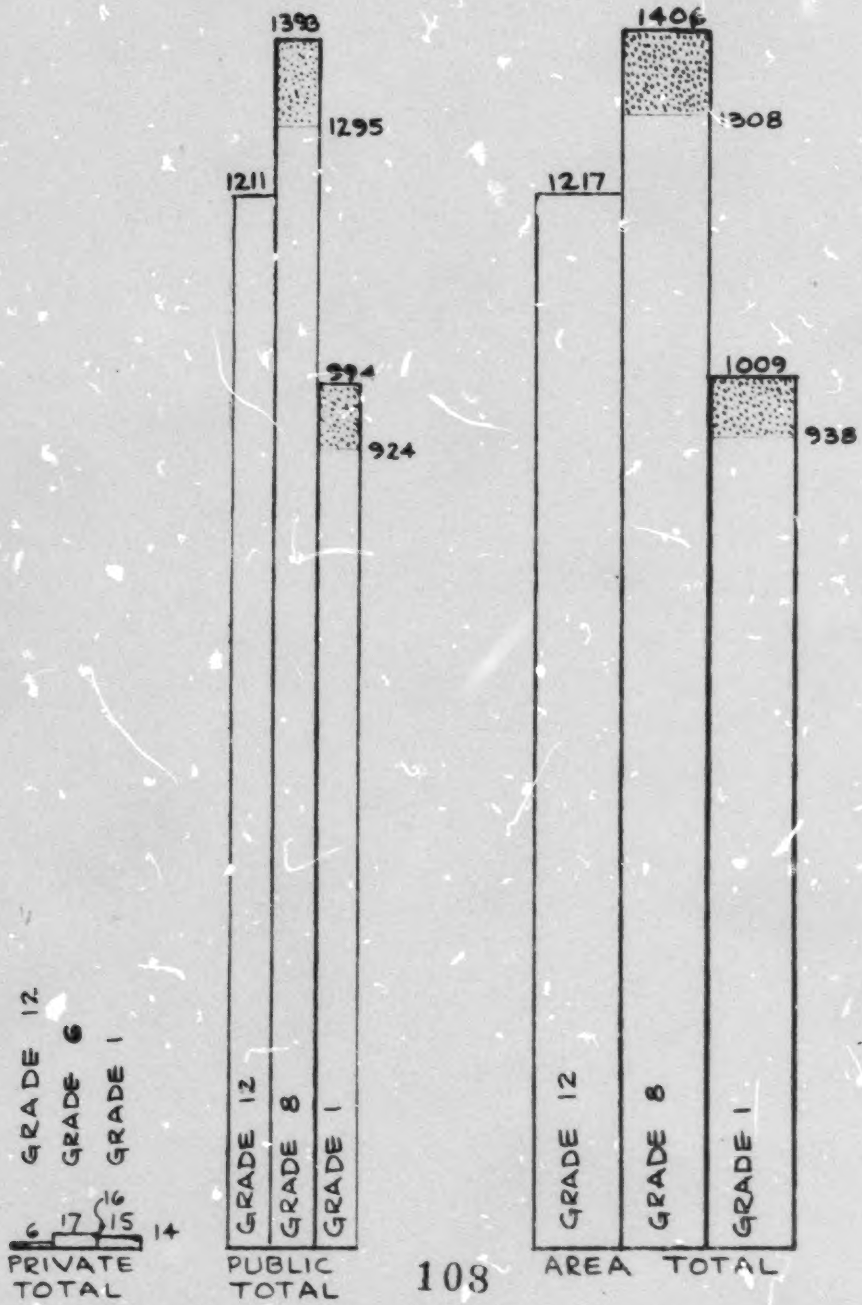


FIGURE D

ELEMENTARY/SECONDARY
ENROLLMENT TOTALS
AREA 15

NOTE: THE SHADED PORTIONS REPRESENT
A 12% PROJECTED ATTRITION RATE

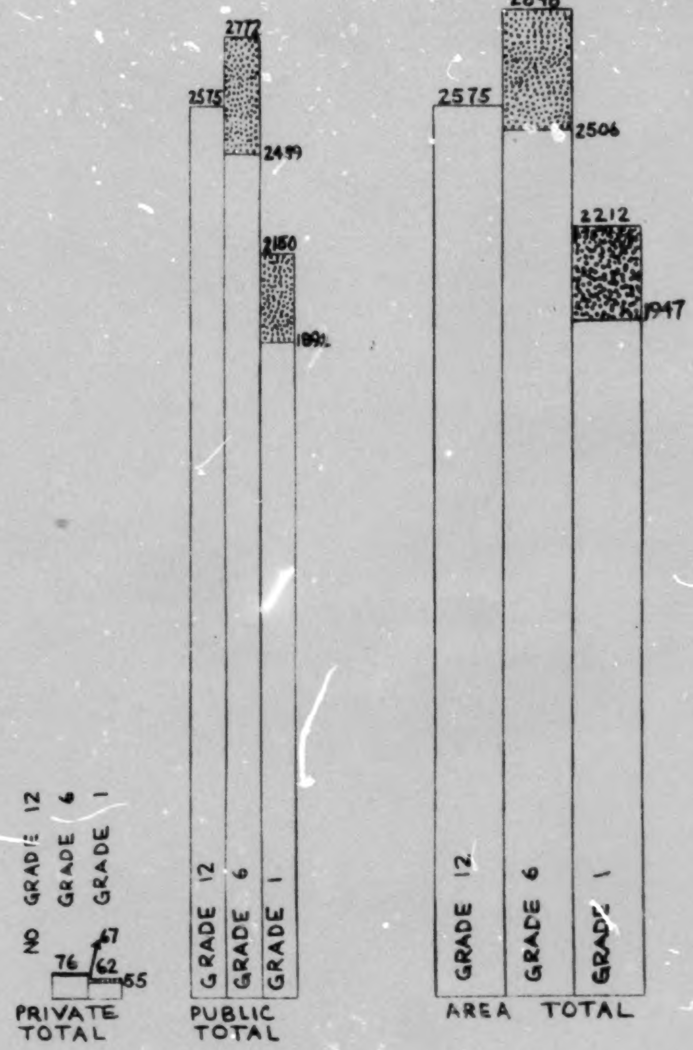


FIGURE D

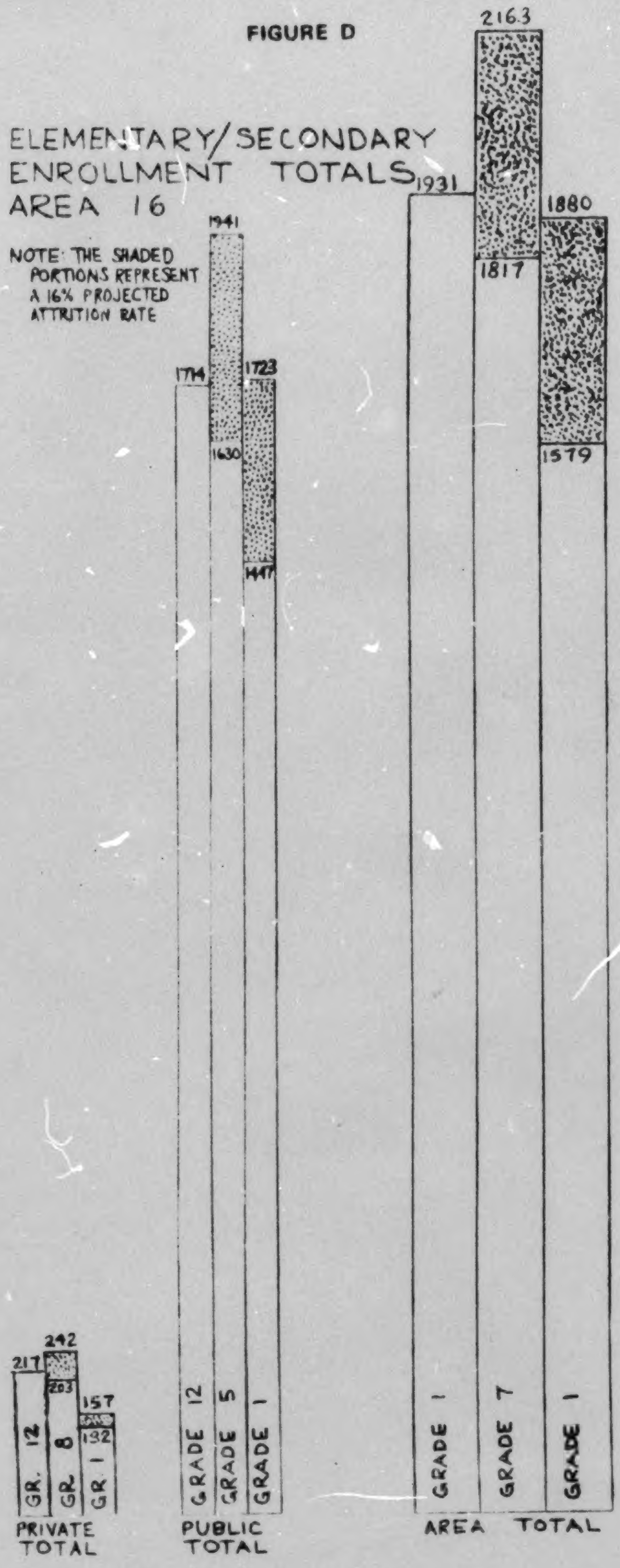
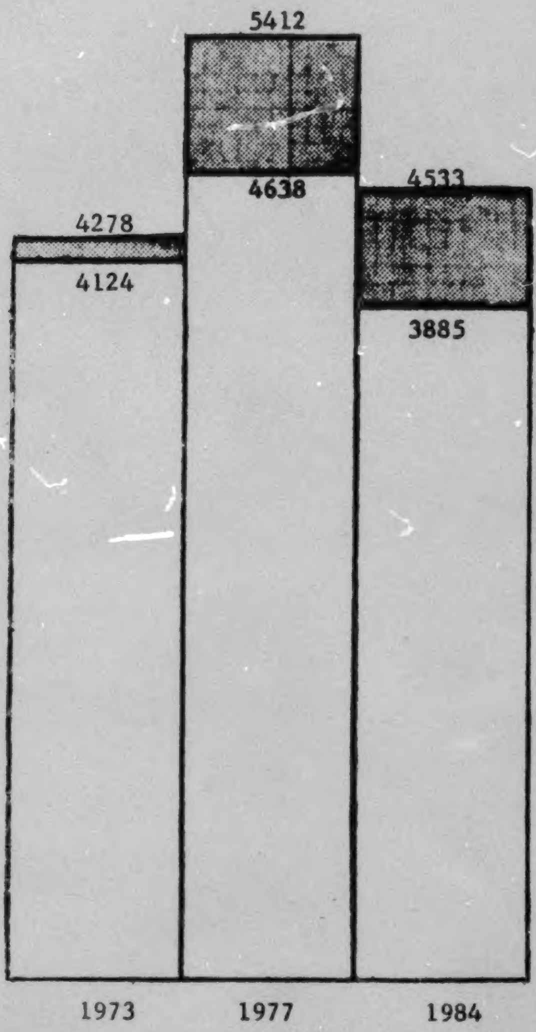

ELEMENTARY/SECONDARY
ENROLLMENT TOTALS
AREA 16
NOTE: THE SHADED PORTIONS REPRESENT A 16% PROJECTED ATTRITION RATE
217
242
203
157
132
GR. 12
GR. 8
GR. 1
PRIVATE TOTAL
1714
1941
1630
1723
1447
GRADE 12
GRADE 5
GRADE 1
PUBLIC TOTAL
1931
2163
1817
1880
1579
GRADE 1
GRADE 7
GRADE 1
AREA TOTAL

FIGURE E

AREA I

AVAILABILITY OF HIGH SCHOOL GRADUATES IN 1973, 1977 and 1984 PUBLIC & PRIVATE SCHOOLS - TOTAL AREA



NOTES: Shaded portion represents anticipated drop-out rate of 14.3%* in grades 7 thru 12; and 3.61%** for 12th grade alone.

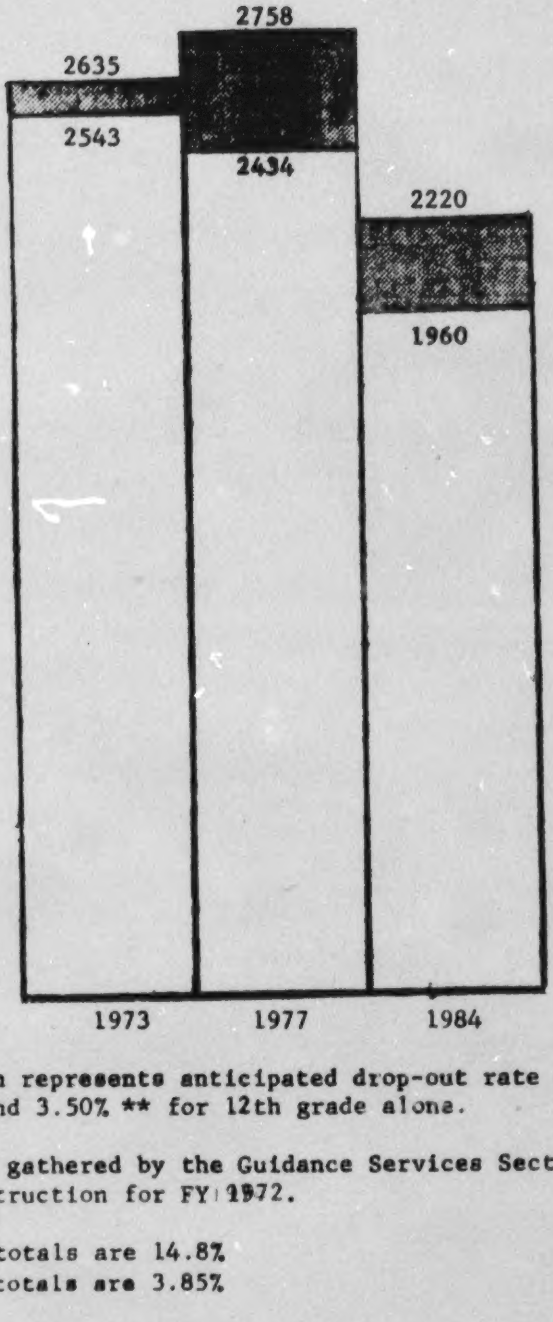
Based on data gathered by the Guidance Services Section of the Department of Public Instruction for FY74.

* Statewide totals are 14.8%
** Statewide totals are 3.85%

FIGURE E

AREA II

AVAILABILITY OF HIGH SCHOOL GRADUATES IN 1973, 1977 AND 1984
PUBLIC & PRIVATE SCHOOLS - TOTAL AREA



NOTES: Shaded portion represents anticipated drop-out rate of 11.7%* in grades 7 thru 12; and 3.50% ** for 12th grade alone.

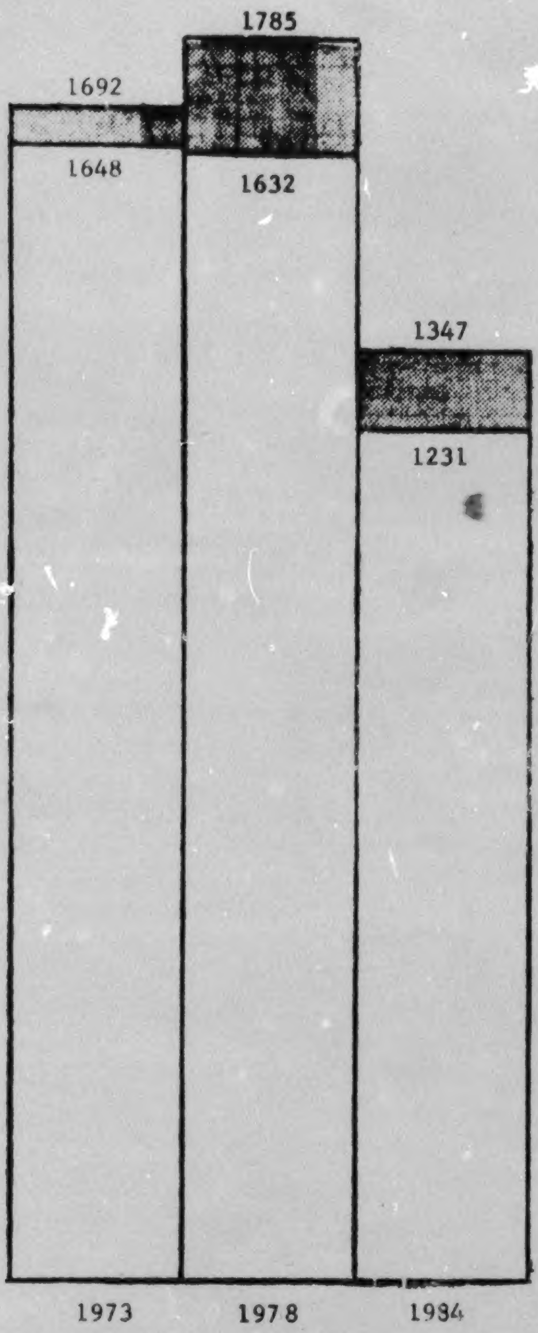
Based on data gathered by the Guidance Services Section of the Department of Public Instruction for FY 1972.

* Statewide totals are 14.8%
** Statewide totals are 3.85%

FIGURE E

AREA III

AVAILABILITY OF HIGH SCHOOL GRADUATES IN 1973, 1978 AND 1984 PUBLIC & PRIVATE SCHOOLS - TOTAL AREA



NOTES: Shaded portion represents anticipated drop-out rate of 8.6%* in grades 7 thru 12; and 2.59%** for 12th grade alone.

Based on data gathered by the Guidance Services Section of the State Department of Public Instruction for FY'72.

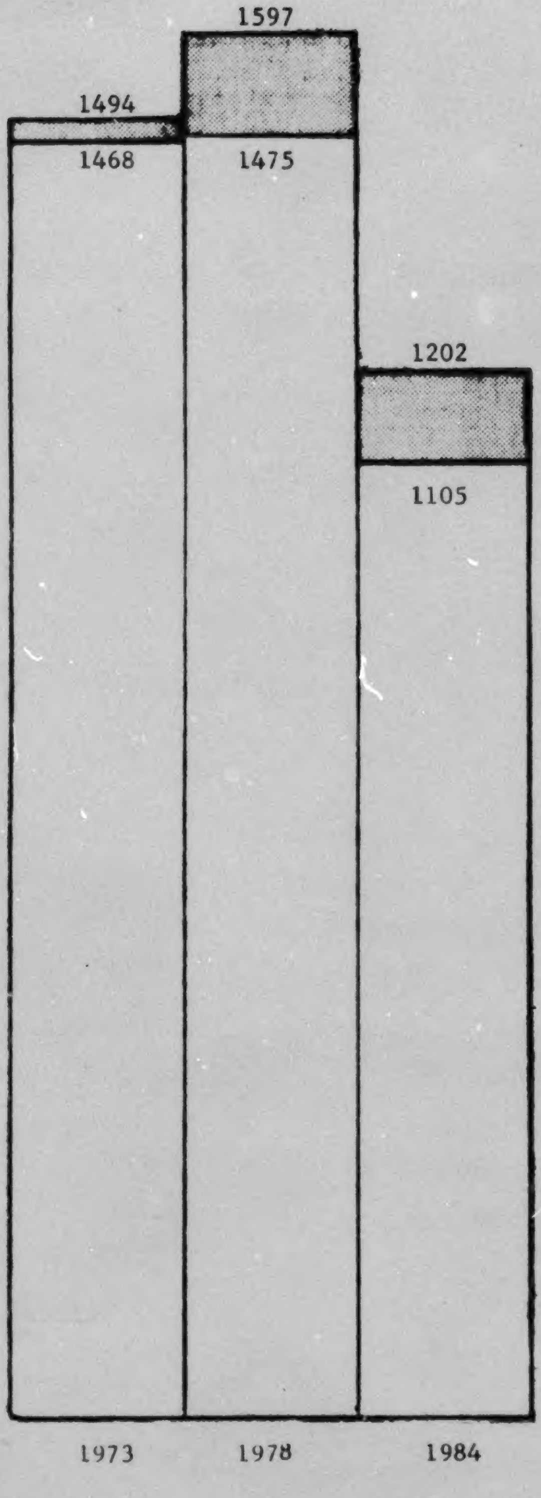
* Statewide totals are 14.8%

** Statewide totals are 3.85%

FIGURE E

AREA IV

AVAILABILITY OF HIGH SCHOOL GRADUATES
IN 1973, 1978 AND 1984
PUBLIC & PRIVATE SCHOOLS - TOTAL AREA



NOTES: Shaded portion represents anticipated drop-out rate of 8.1%* in grades 7 thru 12; and 1.77%** for 12th grade alone.

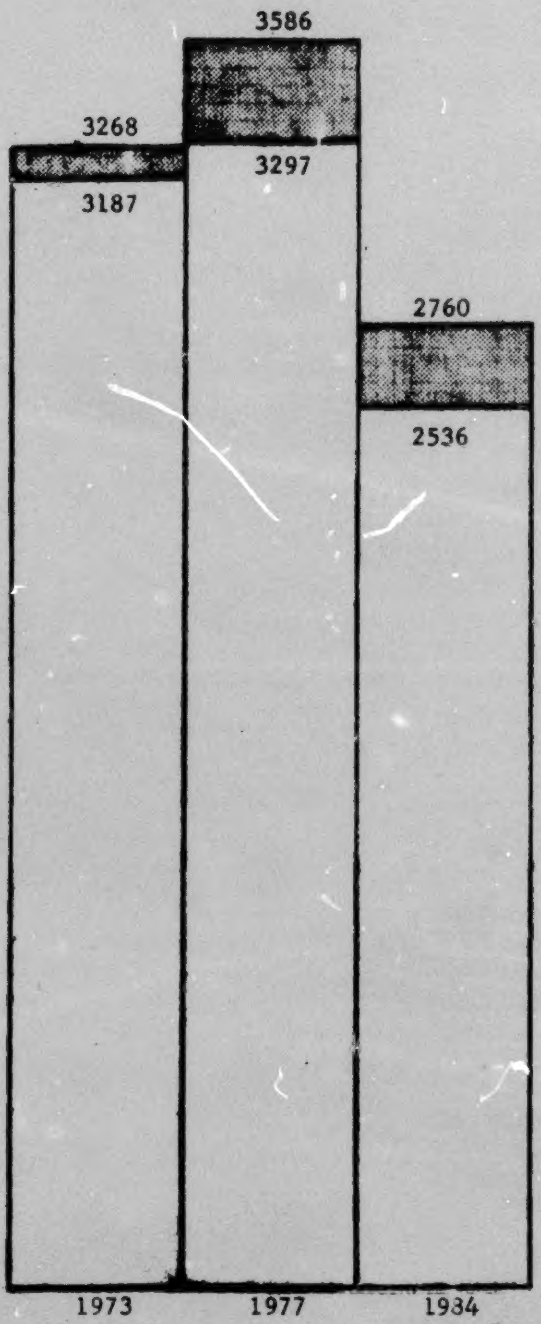
Based on data gathered by the Guidance Services Section of the State Department of Public Instruction for FY'72.

* Statewide totals are 14.8%
** Statewide totals are 3.85%

FIGURE E

AREA V

AVAILABILITY OF HIGH SCHOOL GRADUATES IN 1973, 1977 AND 1984 PUBLIC & PRIVATE SCHOOLS - TOTAL AREA



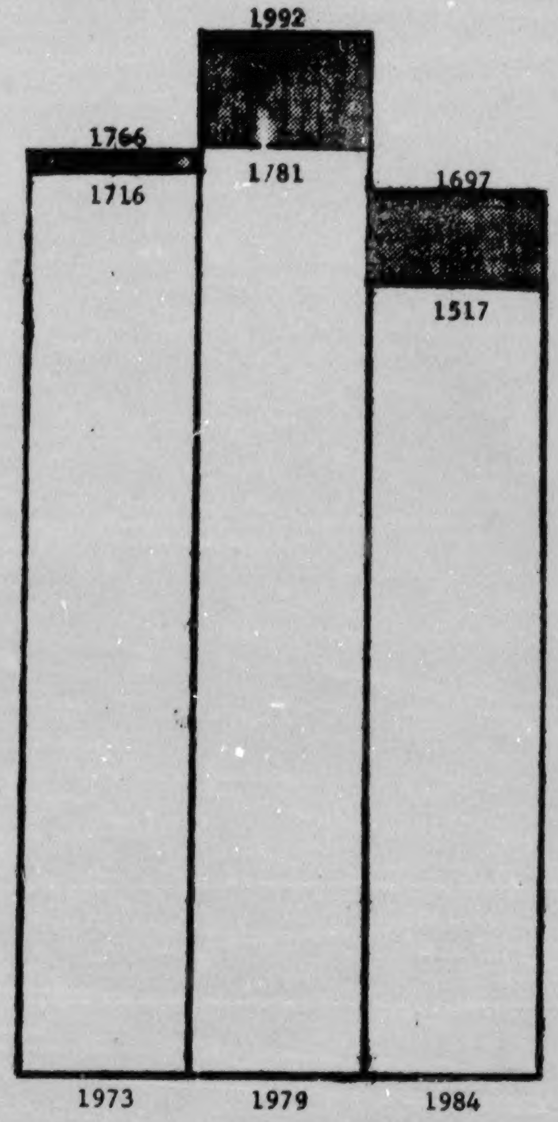
NOTES: Shaded portion represents anticipated drop-out rate of 8.1%* in grades 7 thru 12; and 2.49%** for 12th grade alone.
Based on Data gathered by the Guidance Services Section of the State Department of Public Instruction for FY'72.

* Statewide totals are 14.8%
** Statewide totals are 3.85%

FIGURE E

AREA VI

AVAILABILITY OF HIGH SCHOOL GRADUATES IN 1973, 1979 AND 1984 PUBLIC & PRIVATE SCHOOLS - TOTAL AREA



NOTES: Shaded portion represents anticipated drop-out rate of 10.6%* in grades 7 thru 12; and 2.81%** for 12th grade alone.

Based on data gathered by the Guidance Services Section of the State Department of Public Instruction for FY'72.

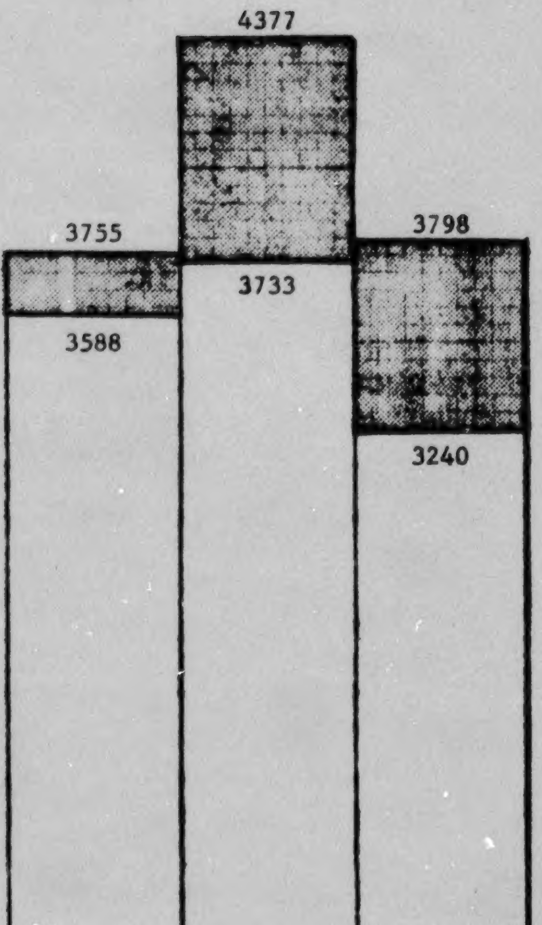
* Statewide totals are 14.8%
** Statewide totals are 3.85%

AREA VII

FIGURE E

AVAILABILITY OF HIGH SCHOOL GRADUATES IN 1973, 1980 AND 1984

PUBLIC & PRIVATE SCHOOLS - TOTAL AREA



NOTES: Shaded portion represents anticipated drop-out rate of 14.7%* in grades 7 thru 12; and 4.45%** for 12th grade alone.

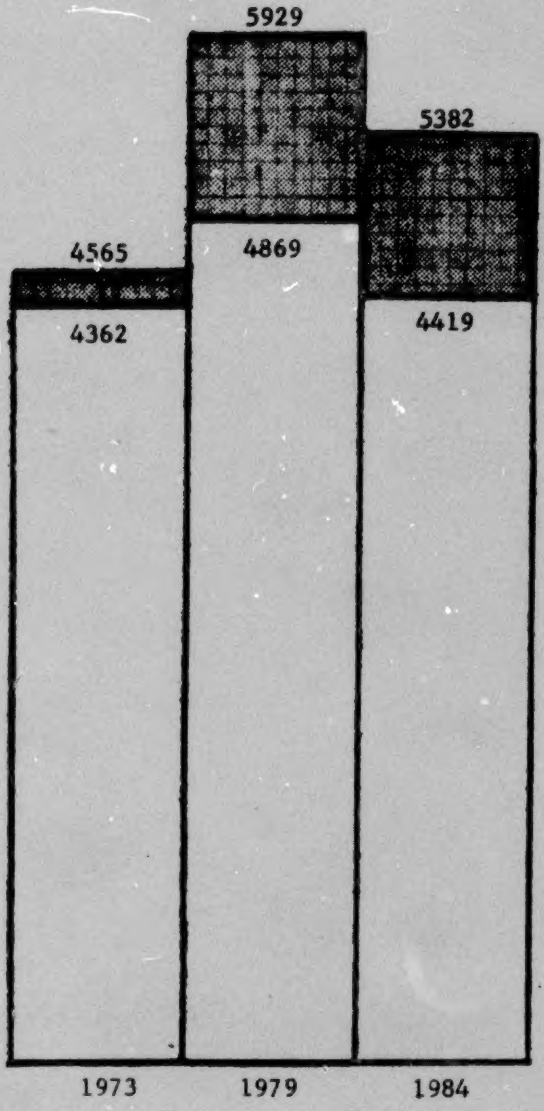
Based on data gathered by the Guidance Services Section of the State Department of Public Instruction for FY'72.

* Statewide totals are 14.8%
** Statewide totals are 3.85%

FIGURE E

AREA IX

AVAILABILITY OF HIGH SCHOOL GRADUATES IN 1973, 1979 AND 1984 PUBLIC & PRIVATE SCHOOLS - TOTAL AREA



NOTES: Shaded portion represents anticipated drop-out rate of 17.9%* in grades 7 thru 12; and 4.35%** for 12th grade alone.

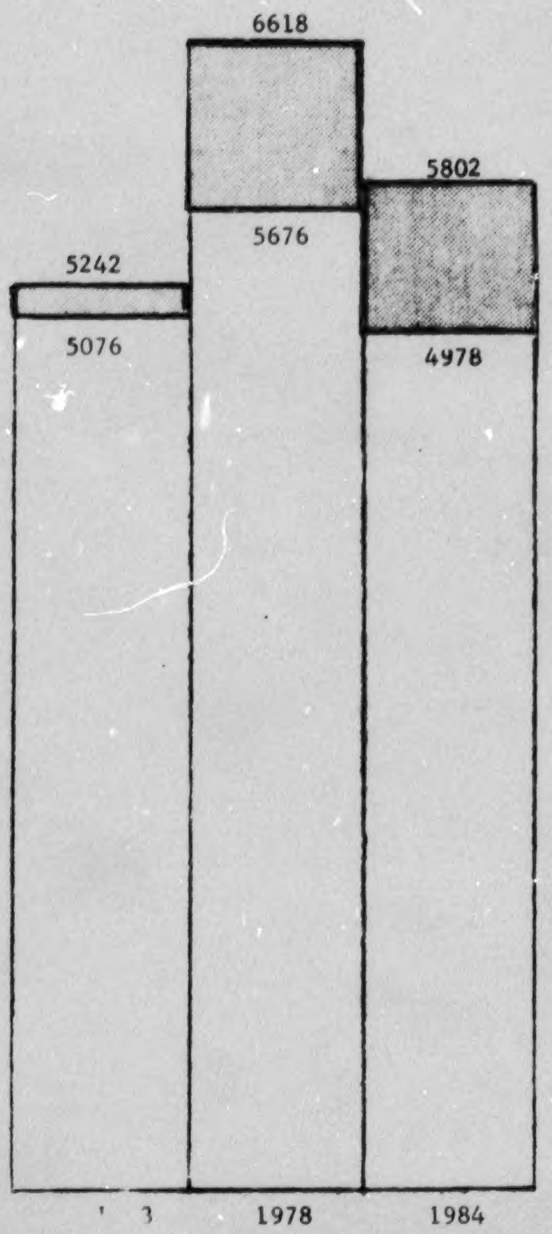
Based on data gathered by the Guidance Services Section of the State Department of Public Instruction for FY'72.

* Statewide totals are 14.8%
** Statewide totals are 3.85%

FIGURE E

AREA X

AVAILABILITY OF HIGH SCHOOL GRADUATES
IN 1973, 1978 AND 1984
PUBLIC & PRIVATE SCHOOLS - TOTAL AREA



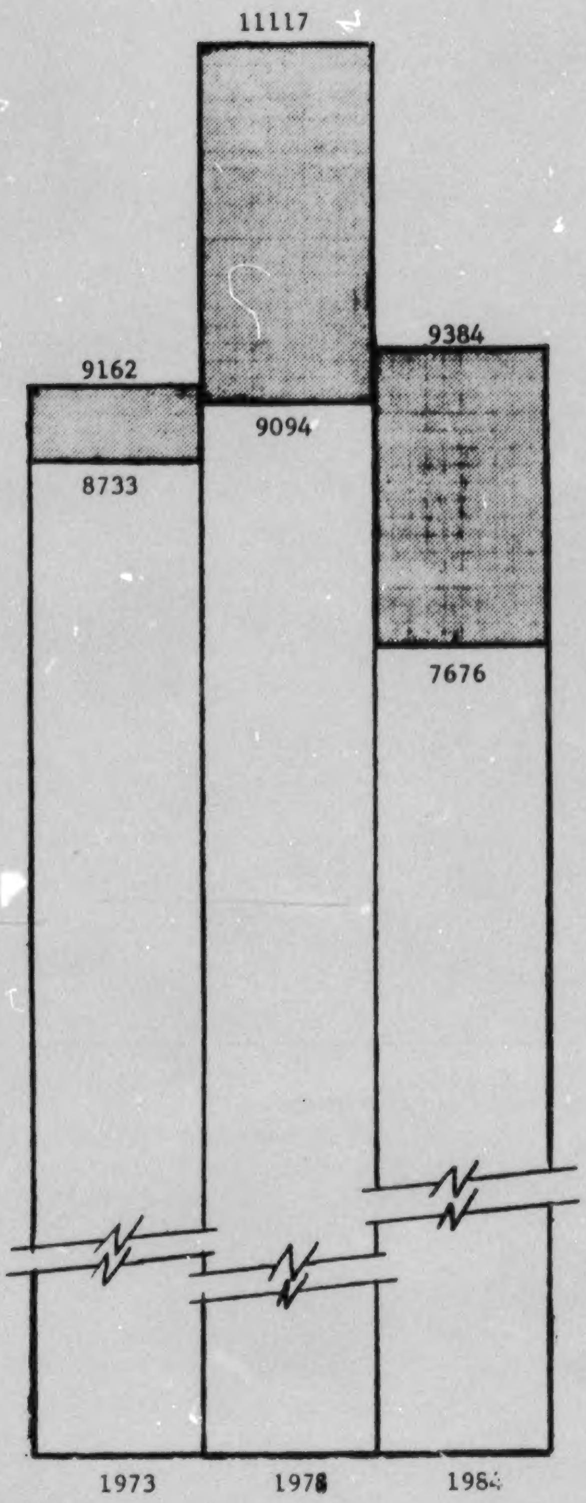
NOTES: Shaded portion represents anticipated drop-out rate of 14.2%* in grades 7 thru 12; and 3.17%** for 12th grade alone.
Based on data gathered by the Guidance Services Section of the State Department of Public Instruction for FY'72.

* Statewide totals are 14.8%
** Statewide totals are 3.85%

FIGURE E

AREA XI

AVAILABILITY OF HIGH SCHOOL GRADUATES IN 1973, 1978 AND 1984 PUBLIC & PRIVATE SCHOOLS - TOTAL AREA



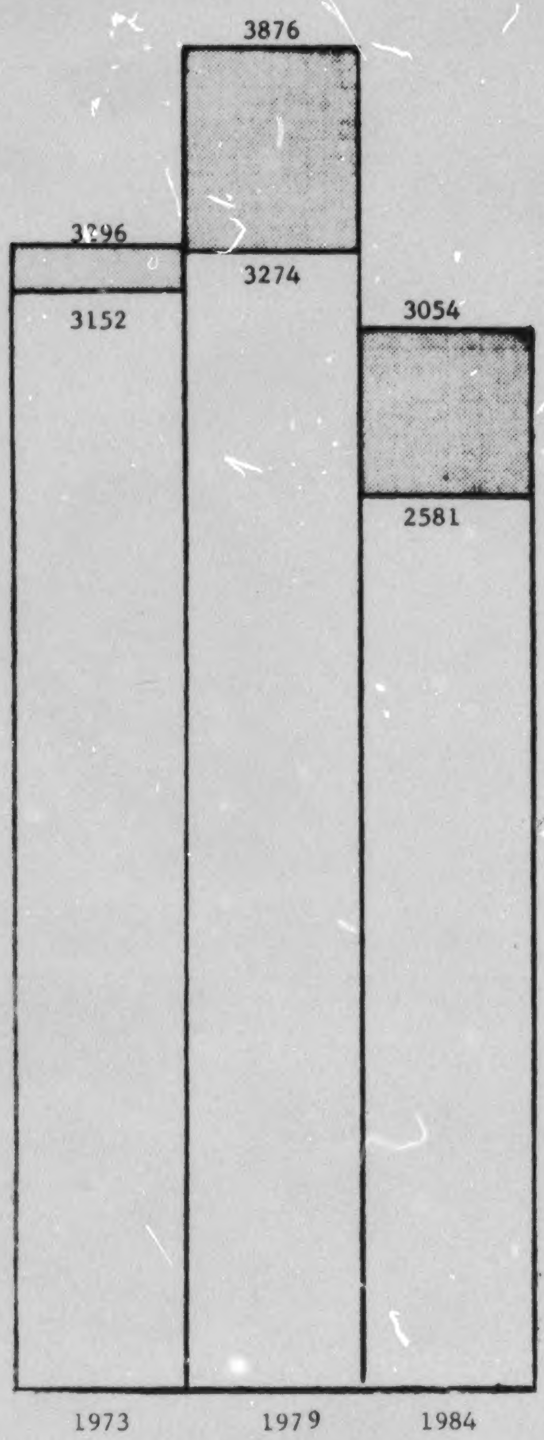
NOTES: Shaded portion represents anticipated drop-out rate of 18.27%* in grades 7 thru 12; and 4.68%** for 12th grade alone.

Based on data gathered by the Guidance Services Section of the State Department of Public Instruction for FY'72.

* Statewide totals are 1.48%
** Statewide totals are 3.85%

FIGURE E
AREA XII

AVAILABILITY OF HIGH SCHOOL GRADUATES
IN 1973, 1979 AND 1984
PUBLIC & PRIVATE SCHOOLS - TOTAL AREA



NOTES: Shaded portion represents anticipated drop-out rate of 15.5%* in grades 7 thru 12; and 4.3%** for 12th grade alone.

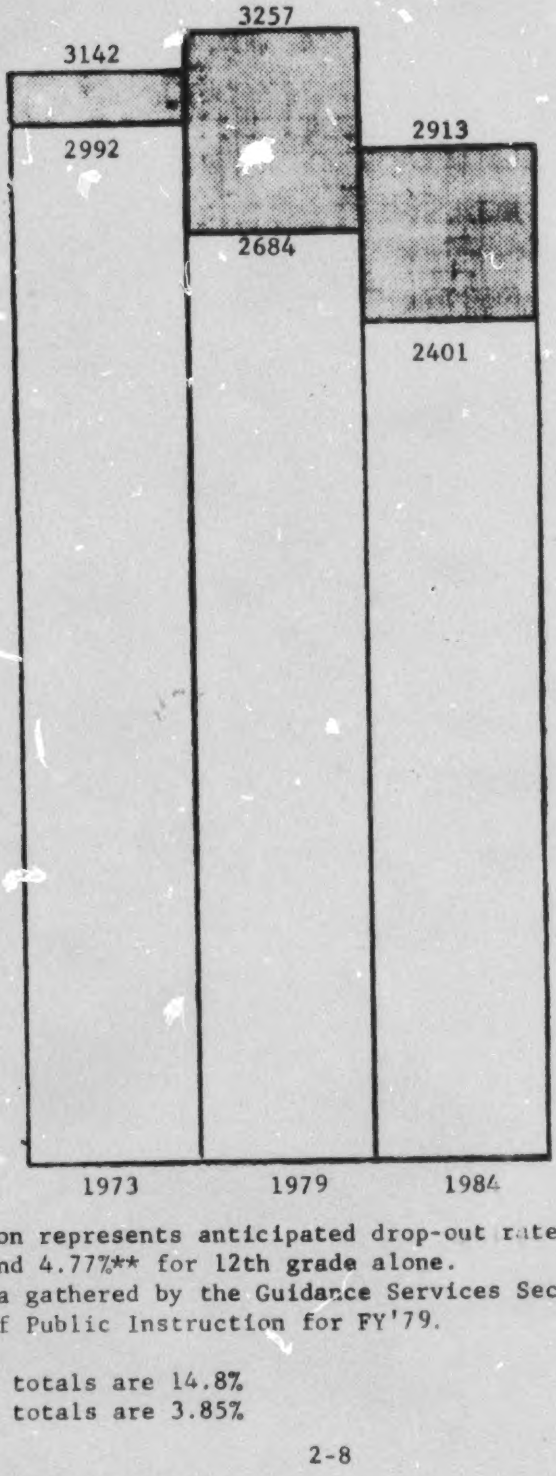
Based on the data gathered by the Guidance Services Section of the State Department of Public Instruction for FY'72.

* Statewide totals are 14.8%
** Statewide totals are 3.85%

FIGURE E

AREA XIII

AVAILABILITY OF HIGH SCHOOL GRADUATES IN 1973, 1979 AND 1984 PUBLIC & PRIVATE SCHOOLS - TOTAL AREA

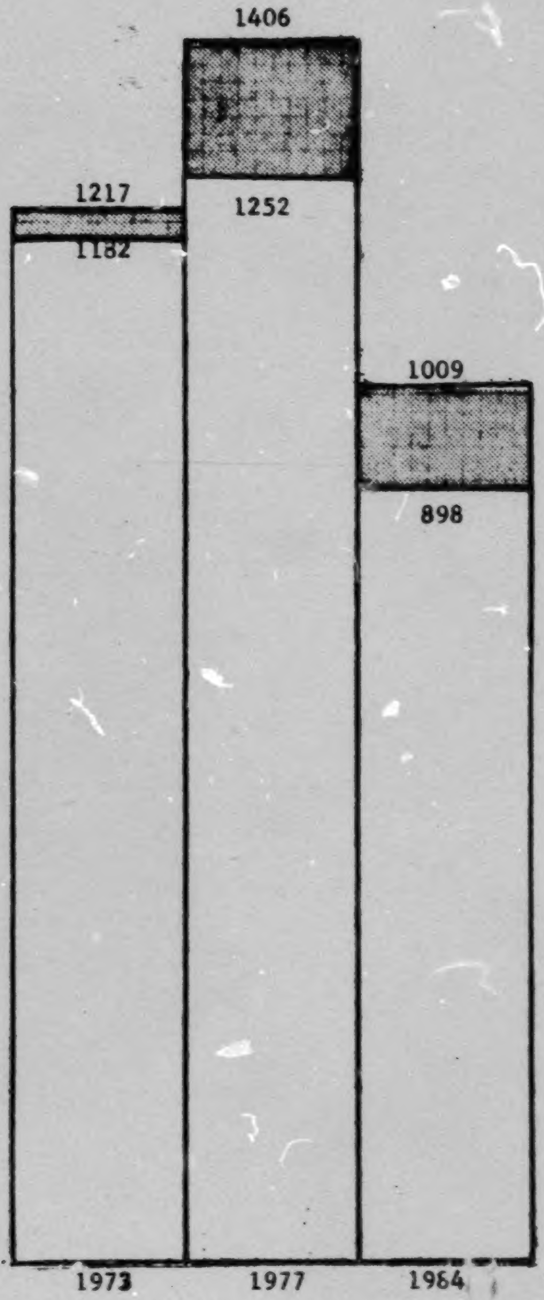


NOTES: Shaded portion represents anticipated drop-out rate of 17.6%* in grades 7 thru 12; and 4.77%** for 12th grade alone.
Based on data gathered by the Guidance Services Section of the State Department of Public Instruction for FY'79.

* Statewide totals are 14.8%
** Statewide totals are 3.85%

FIGURE E
AREA XIV

AVAILABILITY OF HIGH SCHOOL GRADUATES IN 1973, 1977 AND 1984 PUBLIC & PRIVATE SCHOOLS - TOTAL AREA

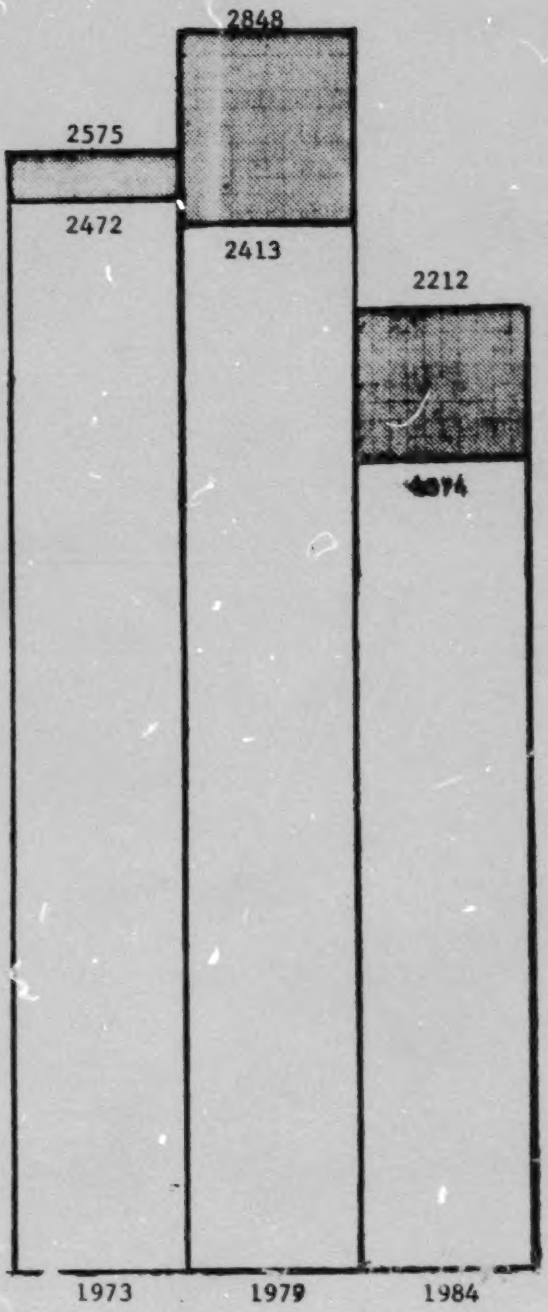


NOTES: Shaded portion represents anticipated drop-out rate of 11.0%* in grades 7 thru 12; and 2.85%** for 12th grade alone.
Based on data gathered by the Guidance Services Section of the State Department of Public Instruction for FY'72.

* Statewide totals are 14.8%
** Statewide totals are 3.85%

FIGURE E
AREA XV

AVAILABILITY OF HIGH SCHOOL GRADUATES
IN 1973, 1979 AND 1984
PUBLIC & PRIVATE SCHOOLS - TOTAL AREA

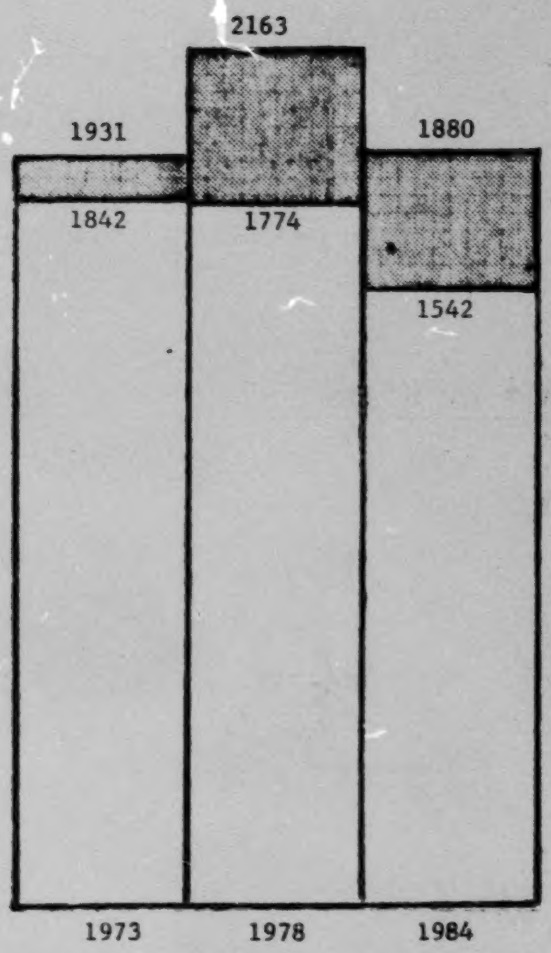


NOTES: Shaded portion represents anticipated drop-out rate of 15.3%* in grades 7 thru 12; and 4.0%** for 12th grade alone.
Based on data gathered by the Guidance Services Section of the State Department of Public Instruction for FY'72.

* Statewide totals are 14.8%
** Statewide totals are 3.85%

FIGURE E
AREA XVI

AVAILABILITY OF HIGH SCHOOL GRADUATES IN 1973, 1980 AND 1984 PUBLIC & PRIVATE SCHOOLS - TOTAL AREA



NOTES: Shaded portion represents anticipated drop-out rate of 18.0%* in grades 7 thru 12; and 4.64%** for 12th grade alone.

Based on data gathered by the Guidance Services Section of the State Department of Public Instruction for FY'72.

* Statewide totals are 14.8%
** Statewide totals are 3.85%

LE I

1972 Enrollments

Area I

(Grades)

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub. Tot.	Spec. Ed.	Other	Grand Total
03 0135 Allamakee	157	184	160	182	162	167	173	211	216	178	170	177	203	2340	29		2369
03 1972 Eastern Allamakee	58	68	68	61	80	80	82	77	78	39	30	34	35	790	22		812
03 5310 Postville	59	76	65	100	75	78	68	91	81	72	95	84	98	1042	20		1062
19 2349 Fredericksburg	35	37	32	46	41	40	30	45	38	36	33	39	40	492	34		526
19 4662 New Hampton	155	163	144	139	164	145	180	165	171	170	189	185	171	2141	11		2152
22 1080 Central	53	67	69	67	79	73	100	84	103	112	89	103	76	1075	0		1075
22 2394 Garnavillo	36	31	39	37	35	47	46	50	50	51	48	29	40	539	51		590
22 2763 Guttenberg	99	53	44	62	73	69	62	64	62	69	81	64	64	866	10		876
22 4095 Mar-Mac	31	41	29	44	47	46	45	38	33	45	37	36	28	500	5		505
22 4419 MFL	52	53	68	64	72	79	88	77	89	85	83	96	84	990	15		1005
22 6175 Starmont	83	89	87	93	104	118	113	100	117	103	107	93	102	1309	8		1317
28 1989 Edgewood-Colesburg	69	63	72	63	80	63	67	62	65	70	66	70	64	874	7		881
28 4043 Maquoketa Valley	87	89	84	103	98	105	90	115	137	103	123	95	99	1328	0		1328
28 6950 West Delaware	193	165	179	162	176	194	184	224	218	220	207	215	190	2527	26		2553
31 1863 Dubuque	1511	856	818	821	880	886	847	1106	1126	1073	1071	958	854	12807	289	ung. 51 sr.	13147
31 6961 Western Dubuque	471	232	181	240	378	233	253	298	287	216	224	269	230	3512	41		3553
33 2223 Fayette	29	25	25	27	28	41	40	36	43	29	40	28	44	435	11		446
33 4774 North Fayette	89	127	104	106	131	118	124	136	118	120	111	107	120	1511	20		1531
33 4869 Oelwein	180	179	177	180	192	178	212	211	230	198	209	205	198	2549	21		2570

TABLE [illegible]ONTINUED)

1972 Enrollments

Area I - continued

(Grades)

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub. Tot.	Spec. Ed.	Other	Grand Total
33 6509 Turkey Valley	90	69	55	68	68	81	82	116	123	113	116	111	121	1213	24		1237
33 6591 Valley	45	64	68	58	72	71	69	74	67	71	58	64	57	838	10		848
33 6943 West Central	42	38	39	43	53	44	44	65	46	50	61	53	47	625	0		625
45 3029 Howard-Winneshiek	162	163	155	155	157	189	178	192	169	182	188	199	181	2270	25		2295
45 5508 Riceville	52	68	65	74	82	80	80	71	83	65	86	73	69	948	0		948
96 1638 Decorah	152	(Est) 148	(Est) 149	(Est) 149	129	149	167	148	158	179	143	166	149	1986	41		2027
96 4787 North Winneshiek	38	32	40	45	46	48	50	60	46	45	43	47	39	579	7		586
96 6100 South Winneshie:	95	29	32	35	44	52	36	55	68	115	131	112	125	929	0		929
Total Public	4123	3209	3048	3224	3546	3474	3510	3971	4022	3809	3839	3712	3528	47,013	727	51	47,793
Total Parochial	37	1324	1606	1632	1601	1617	1600	1388	1390	815	837	839	750	15,436			15,436
Totals	4160	4533	4654	4856	5147	5091	5110	5359	5412	4624	4676	4551	4278	62,449	922	51	63,229

NOTE: An additional 195 students are enrolled in Special Education Classes in County Schools.

TABLE I

1972 Enrollments

Area II (Grades)

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub. Tot.	Spec. Ed.	Other	Grand Total
12 1872 Dumont	24	19	18	32	21	27	24	20	34	22	30	29	38	338	6		344
12 2664 Greene	32	50	51	55	45	53	63	55	44	49	72	58	64	691	1		692
17 1233 Clear Lake	121	95	125	145	142	155	162	172	153	164	164	159	165	1922	15		1937
17 4131 Mason City	389	est. 497	est. 509	est. 501	est. 494	est. 512	est. 502	568	593	566	539	531	538	6739	171		6910
17 4266 Meservey-Thornton	15	23	17	29	24	25	27	26	29	32	33	32	41	353	2		355
17 5616 Rockwell-Swaledale	48	28	43	35	42	50	40	53	36	67	44	45	44	575	8		583
17 6633 Ventura	29	22	26	26	38	34	46	38	32	39	40	41	56	467	5		472
34 1116 Charles City	216	247	231	250	219	229	268	287	262	258	248	262	216	3193	27	9	3229
34 4761 Nora Springs-Rock	45	39	41	46	44	62	62	52	69	54	62	58	47	681	5		686
34 5697 Rudd-Rockford-Marble Rock	67	74	64	83	83	74	71	87	80	74	76	76	75	984	0		984
35 0916 Cal	23	25	29	31	28	24	32	28	28	41	40	36	46	411	3		414
35 2781 Hampton	94	110	97	90	105	135	145	108	120	115	118	114	106	1457	0		1457
35 5922 Sheffield-Chapin	34	40	40	38	39	39	54	39	49	50	52	46	48	568	0		568
41 0819 Britt	54	56	69	59	71	70	58	73	72	67	87	82	73	891	3		894
41 1449 Corwith-Wesley	23	30	28	36	41	31	33	30	36	24	36	39	32	419	0		419
41 2403 Garner-Hayfield	60	66	69	78	78	77	76	82	84	69	91	68	77	975	13		988
41 3276 Kanawha	18	18	24	22	22	28	21	24	32	21	19	37	26	312	0		312
41 3366 Klemme	13	16	24	20	22	14	28	16	28	32	33	36	36	318	1		319
41 7083	[illegible]	[illegible]	[illegible]	[illegible]	25	26	25	25	28	28	34	23	27	329	4		333

TABLE I (CONTINUED)

1972 Enrollments

Area II - continued

(Grades)

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub. Tot.	Spec. Ed.	Other	Grand Total
66 4995 Osage	115	94	112	126	123	119	128	145	147	173	173	166	164	1785	16		1801
66 5751 Saint Ansgar	71	53	64	66	68	90	72	71	97	114	104	105	109	1084	16		1100
95 0873 Buffalo Center	27	34	27	30	50	49	40	46	59	47	43	53	54	559	0		559
95 2295 Forest City	116	115	104	146	142	133	128	130	116	123	136	123	111	1623	8		1631
95 3420 Lake Mills	75	69	79	53	98	77	100	86	91	98	92	94	88	1100	0		1100
95 5400 Rake	10	10	13	16	12	11	21	19	13	13	16	14	19	187	0		187
95 6363 Thompson	18	25	25	24	29	28	31	24	25	25	39	20	31	344	3		347
98 4772 North Central	54	44	65	63	53	86	70	65	75	70	71	73	57	846	10		856
98 4788 Northwood-Kensett	72	71	71	73	72	81	66	68	79	79	64	78	70	944	4	10 ungr.	958
99 0594 Belmond	70	63	71	78	75	95	63	89	86	83	71	74	96	1014	2		1016
Total Public	1951	2057	2155	2278	2305	2434	2456	2526	2597	2597	2627	2572	2554	31109	323	19	31451
Total Parochial	33	163	160	175	204	213	229	170	161	93	69	79	81	1830	0		1830
Total	1984	2220	2315	2453	2509	2647	2685	2696	2758	2690	2696	2651	2635	32939	323	19	33281

NOTE: An additional 130 students are enrolled in Special Education Classes in County Schools.

TABLE I

1972 Enrollments

Area III

(Grades)

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub. Tot.	Spec. Ed.	Other	Grand Total
21 1218 Clay Central	33	31	44	34	44	34	45	42	37	44	39	47	37	511	6		517
21 2133 Everly	33	30	33	44	41	36	35	38	35	40	42	46	39	492	0		492
21 6050 Sioux Valley	16	23	16	24	28	27	30	33	38	36	42	30	45	388	0		388
21 6092 South Clay	27	22	28	21	30	31	29	33	35	38	38	29	38	399	8		407
21 6102 Spencer	172	149	198	189	199	213	182	209	174	202	183	191	220	2481	40		2521
30 0342 Arnolds Park	18	19	28	24	31	31	21	23	29	24	22	25	25	320	5		325
30 2846 Harris-Lake Park	35	37	35	31	41	44	40	45	40	32	44	36	41	501	5		506
30 4284 Milford	27	29	38	47	38	40	49	57	46	61	78	74	80	664	5		669
30 6120 Spirit Lake	100	80	82	106	103	110	110	119	108	111	101	100	104	1334	10		1344
30 6345 Terril	24	25	27	26	27	29	39	34	33	32	32	25	40	393			393
32 0333 Armstrong	39	34	45	37	38	38	50	40	37	34	29	39	33	493	6		499
32 2124 Estherville	155	158	160	187	166	178	218	184	201	209	187	186	180	2369	36		2405
32 2700 Lincoln Central	16	24	16	27	27	23	26	26	29	28	24	27	25	318	3		321
32 5544 Ringsted	16	17	21	16	16	24	27	28	20	23	24	32	27	291	8		299
55 0126 Algona	176	145	113	128	129	161	169	151	146	163	135	134	127	1877	71		1948
55 0900 Burt	21	23	18	22	21	23	23	20	24	28	17	23	20	283	1		284
55 3456 Lakota	10	8	17	13	23	17	22	17	22	19	11	21	23	223	4		227
55 3573 Ledyard	12	10	15	17	17	21	19	19	19	19	26	12	19	225	3		228
55 3897	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	16	17	22	17	16	25	22	22	244	4		248

2-9A

TABLE I (CONTINUED)

1972 Enrollments

Area III - continued

(Grades)

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub. Tot.	Spec. Ed.	Other	Grand Total
55 5868 Sentral	22	29	29	30	30	39	31	39	34	36	37	42	52	450	1		451
55 6309 Swea City	40	31	33	29	38	42	41	35	44	30	35	40	46	484			484
55 6417 Titonka	25	33	36	41	39	43	38	34	40	42	49	35	30	485	5		490
74 0450 Ayrshire	22	11	29	18	31	33	22	19	26	23	19	22	27	302	4		306
74 2088 Emmetsburg	98	75	111	102	83	101	102	115	99	111	116	124	115	1352	10		1362
74 2556 Graettinger	35	31	41	35	36	37	48	48	46	55	37	54	49	552	3		555
74 3969 Mallard	21	18	21	26	22	22	30	23	34	40	34	32	21	344	2		346
74 5724 Ruthven	25	13	22	18	30	21	23	26	26	34	32	25	18	313	4		317
74 6921 West Bend	48	21	17	24	29	28	28	29	32	48	49	38	39	430			430
Total Public	1288	1140	1290	1330	1377	1462	1514	1508	1471	1578	1507	1511	1542	18518	244		18762
Total Parochial	0	207	209	234	225	273	221	277	247	146	148	157	150	2494			2494
Total	1288	1347	1499	1564	1602	1735	1735	1785	1718	1724	1655	1668	1692	21012	244		21256

NOTE: An additional 172 students are enrolled in Special Education classes in County Schools.

TABLE I

1972 Enrollments

Area IV

(Grades)

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub. Tot.	Spec. Ed.	Other	Grand Total
18 4068 Marcus	42	37	52	56	55	86	75	77	64	77	68	57	61	807	10		817
18 4248 Cleghorn	18	37	25	30	35	45	32	34	34	30	36	42	38	436	6		442
60 1095 Central Lyon	69	62	72	76	89	81	87	97	91	91	105	99	97	1116	22	4 ungr.	1142
60 2457 George	29	48	41	45	54	38	59	56	46	48	57	53	48	622	1		623
60 3771 Little Rock	21	28	24	30	20	19	22	21	34	19	31	23	30	322	3		325
60 6983 West Lyon	97	63	62	83	60	80	89	112	104	89	91	94	96	1120			1120
71 2862 Hartley	37	41	56	40	59	45	51	60	65	47	69	66	67	703	5		708
71 5157 Paullina	30	22	31	27	32	34	47	56	44	48	64	50	59	544	6		550
71 5346 Primghar	19	14	23	27	18	29	32	29	29	39	23	31	23	336	2		338
71 5796 Sanborn	20	26	26	31	31	28	40	40	35	33	42	30	38	420	6		426
71 5949 Sheldon	100	104	102	102	104	93	108	109	135	118	156	141	139	1511	37		1548
71 6291 Sutherland	34	30	30	34	42	48	49	45	35	43	41	32	51	514	7		521
72 4230 Melvin	10	8	8	12	16	20	17	18	23	20	22	32	19	225	1		226
72 4851 Ocheyeden	17	13	17	21	18	19	18	26	19	23	25	31	31	278			278
72 5994 Sibley	75	70	66	84	76	94	83	88	86	104	97	78	94	1095	12		1107
84 0747 Boyden-Hull	51	54	41	46	55	63	46	60	54	48	62	55	54	689	3		692
84 2268 Floyd Valley	48	30	25	39	29	47	41	42	42	52	50	34	42	521			521
84 4149 Maurice-Orange City	43	56	68	51	67	59	69	82	62	82	82	81	70	872			872
84 5607 Rock Valley	50	40	45	64	56	55	73	45	49	52	67	62	41	699			699

TABLE I (CONTINUED)

1972 Enrollments

Area IV - continued

(Grades)

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub. Tot.	Spec. Ed.	Other	Grand Total
84 6030 Sioux Center	54	57	64	68	72	73	79	70	68	86	80	92	75	938	45		983
84 6990 West Sioux	72	83	92	106	91	89	90	99	95	99	89	83	99	1187	17		1204
Total Public	936	923	970	1072	1079	1145	1207	1266	1214	1248	1357	1266	1272	14955	183	4 ungr.	15142
Total Parochial	174	279	330	339	338	363	364	331	338	236	241	246	222	3801		70 ungr.	3871
Total	1110	1202	1300	1411	1417	1508	1571	1597	1552	1484	1598	1512	1494	18756	183	74 ungr.	19013

TABLE I

1972 Enrollments

Area V

(Grades)

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub. Tot.	Spec. Ed.	Other	Grand Total
11 0072 Albert City-Truesdale	28	24	38	37	38	43	43	41	47	44	51	53	52	539	6		545
11 0171 Alta	52	51	38	50	40	70	64	72	70	67	71	76	63	784	7	2 ungr.	793
11 4050 Marathon	21	7	7	19	23	17	19	20	18	27	24	17	16	235			235
11 4644 Newell-Providence	21	32	22	41	30	31	38	43	34	34	45	31	33	435			435
11 5481 Rembrandt	6	11	10	13	15	18	9	15	13	13	15	14	15	167			167
11 6048 Sioux Rapids	16	22	15	23	22	22	25	24	21	23	25	39	25	302	6		308
11 6219 Storm Lake	145	126	125	137	158	164	169	156	183	155	164	164	147	1993	67		2060
13 1055 Cedar Valley	20	25	24	40	29	34	36	29	37	27	30	33	31	395			395
13 3411 Lake City	46	42	53	50	54	64	55	62	65	65	66	68	53	743	30		773
13 3807 Lohrville	18	16	22	24	27	34	25	19	25	24	29	32	30	325	2		327
13 3915 Lytton	18	17	25	18	22	22	27	18	22	25	25	21	38	298	5		303
13 4023 Manson	49	51	75	68	65	81	79	75	70	71	85	80	66	915			915
13 5301 Pomeroy	29	24	26	26	35	41	27	40	38	22	32	30	30	400			400
13 5625 Rockwell City	64	59	60	68	60	66	70	62	90	79	71	69	65	883	19		902
37 1967 East Greene County	38	43	44	39	34	56	56	42	42	49	45	48	44	580	20		600
37 3195 Jefferson	92	105	129	108	124	126	104	131	120	94	122	101	125	1481	8		1489
37 5139 Paton-Churdan	23	35	35	34	35	46	38	35	40	38	32	41	44	476			476
37 5841 Scranton	26	31	26	28	30	24	38	27	34	22	23	39	33	381	5		386
40 4775 Northeast Hamilton	24	45	38	42	35	44	35	61	55	40	50	45	49	563			563

TABLE I (CONTINUED)

1972 Enrollments

Area V - continued

(Grades)

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub. Tot.	Spec. Ed.	Other	Grand Total
40 6095 South Hamilton	71	64	73	76	78	103	90	91	98	84	99	89	102	1118	10		1128
40 6246 Stratford	27	25	33	33	30	29	29	33	37	40	38	59	30	443	3		446
40 6867 Webster City	175	146	172	201	199	224	190	214	224	204	197	197	187	2530	50		2580
46 0732 Boone Valley	19	19	26	19	25	24	22	32	30	36	26	36	37	351	4		355
46 2493 Gilmore City-Bradgate	30	30	42	39	41	35	39	44	40	52	38	41	45	516	7		523
46 3060 Humboldt	121	122	113	130	128	145	146	150	168	137	162	166	159	1847	42		1889
46 6516 Twin Rivers	30	28	30	40	31	32	40	42	44	40	33	39	37	466			466
76 2277 Fonda	28	20	12	19	24	14	26	23	22	30	33	27	32	310			310
76 2889 Havelock-Plover	21	14	23	21	22	21	22	23	16	22	24	17	22	268			268
76 3537 Laurens	36	40	37	45	58	58	65	67	58	65	64	50	54	697	3		700
76 5103 Palmer	12	18	13	22	13	21	17	19	23	14	22	17	16	227			227
76 5283 Pocahontas	55	50	36	42	39	49	57	71	60	70	78	77	76	760	41		801
76 5652 Rolfe	25	25	23	25	28	36	42	30	28	31	28	32	35	388			388
81 1507 Crestland	28	18	20	11	29	24	24	26	24	30	33	37	24	328	10		338
81 3447 Lake View-Auburn	29	34	51	57	50	56	51	54	66	45	43	56	57	649	12		661
81 4860 Odebolt-Arthur	41	est. 51	est. 51	est. 51	est. 51	47	64	63	51	50	50	55	84	709	19		728
81 5742 Sac	47	83	57	71	76	71	95	106	85	84	77	83	92	1027	21		1048
81 5823 Schaller	19	38	20	35	31	32	37	33	43	34	31	36	33	422	4		426
81 6741 Wall Lake	29	34	23	30	37	26	34	31	43	37	32	38	29	423	[illegible]		431

TABLE I (CONTINUED)

1972 Enrollments

Area V - continued

(Grades)

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub. Tot.	Spec. Ed.	Other	Grand Total
94 1097 Central Webster	32	25	25	33	51	42	45	45	39	46	46	42	35	506	5		511
94 1629 Dayton	20	24	24	27	29	28	32	33	22	28	33	24	22	346			346
94 2313 Fort Dodge	528	552	551	582	600	613	567	604	593	524	533	577	496	7320	104		7424
94 4786 Northwest Webster	30	32	18	31	38	41	23	32	40	31	23	29	23	391			391
94 5323 Prairie	62	65	72	77	86	84	83	105	102	103	79	96	87	1101	22		1123
99 1206 Clarion	58	71	76	91	86	109	86	97	99	95	100	86	89	1143	25		1168
99 1854 Dows	18	23	27	21	32	24	34	31	25	31	30	39	34	369			369
99 1944 Eagle Grove	112	102	136	119	121	125	137	133	149	125	151	136	137	1683	20		1703
99 2529 Goldfield	19	16	18	26	15	28	24	20	34	25	30	25	22	302	1		303
Total Public	2458	2535	2614	2829	2924	3144	3078	3224	3287	3032	3138	3207	3055	38535	586	2	39123
Total Parochial	63	225	272	270	286	281	297	253	299	196	187	223	213	3065			3065
Total	2521	2760	2886	3109	3210	3425	3375	3477	3586	3228	3325	3430	3268	41600	586	2	42188

NOTE: An additional 103 students are enrolled in Special Education classes in County Schools.

TABLE I

1972 Enrollments

Area VI

(Grades)

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub. Tot.	Spec. Ed.	Other	Grand Total
38 0540 Beaman-Conrad	44	36	51	57	44	60	63	43	72	55	51	56	45	677			677
38 6894 Wellsburg	21	28	30	26	22	35	20	35	31	24	33	34	32	371	9		380
42 0009 Ackley-Geneva	47	59	65	58	69	66	75	71	66	73	55	64	83	851	11		862
42 0108 Alden	27	38	33	30	45	34	29	38	45	52	36	49	53	509			509
42 2007 Eldora	66	50	68	56	65	73	85	88	71	65	70	76	82	915	36		951
42 3033 Hubbard	25	25	25	29	36	35	30	34	39	32	40	35	27	412	4	1 ungr.	417
42 3150 Iowa Falls	141	128	138	140	165	166	167	152	169	160	122	123	155	1926	45		1971
42 4707 New Providence	8	12	14	9	18	16	19	20	24	20	14	17	16	215	1		216
42 5391 Radcliffe	25	27	28	31	33	34	38	30	34	33	35	26	42	416	7		423
42 6192 Steamboat Rock	10	10	15	15	16	13	15	20	14	18	14	20	11	191			191
42 6552 Union-Whitten	22	31	21	26	27	26	26	24	39	36	25	22	32	357			357
64 2682 Green Mountain	16	13	17	24	24	23	20	20	14	21	24	17	25	258	1		259
64 3582 L.D.F.	53	49	46	45	57	45	53	48	44	51	46	44	38	619	5	2 ungr.	626
64 4104 Marshalltown	502	487	526	540	548	505	522	568	547	539	499	494	466	6743	183		6926
64 5858 Semco	41	40	38	44	37	40	40	47	42	36	40	34	45	524	3		527
64 6985 West Marshall	91	108	76	101	96	110	114	127	84	115	101	78	91	1292	9		1301
79 0846 Brooklyn-Guernsey-Malcom	65	64	71	72	80	71	72	77	75	81	52	76	82	938	18		956
79 2709 Grinnell-Newburg	169	169	168	172	209	203	216	205	234	203	228	195	169	2540	45		2585
79 4437 Montezuma	48	51	49	53	44	62	62	46	54	52	56	58	48	681			681

TABLE I (CONTINUED)

1972 Enrollments

Area VI - continued

(Grades)

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub. Tot.	Spec. Ed.	Other	Grand Total
86 2421 Garwin	30	22	16	28	20	24	26	27	23	27	34	23	22	322			322
86 2502 Gladbrook	31	26	30	36	30	39	39	40	33	35	52	35	37	463	4		467
86 6098 South Tama	184	182	177	192	228	193	216	219	193	205	204	167	165	2525	37		2562
Total Public	1666	1655	1702	1784	1913	1873	1947	1979	1947	1941	1830	1742	1766	23745	418	3 ungr.	24166
Total Parochial	44	42	46	45	59	49	45	3	4	0	0	0	0	337			337
Total	1710	1697	1748	1829	1972	1922	1992	1982	1951	1941	1830	1742	1766	24082	418	3 ungr.	24503

NOTE: An additional 100 students are enrolled in Special Education classes in County Schools.

TABLE I

1972 Enrollments

Area VII

(Grades)

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub. Tot.	Spec. Ed.	Other	Grand Total
07 1044 Cedar Falls	465	est 438	est 463	est 468	est 579	est 561	est 575	530	553	511	495	484	470	6592	40		6632
07 1908 Dunkerton	46	55	53	55	68	68	59	68	64	56	51	49	41	733	5		738
07 3042 Hudson	57	74	61	60	66	65	58	48	62	52	66	44	59	772	5		777
07 3501 LaPorte City	76	90	68	72	76	85	74	90	67	74	78	63	81	994	7		1001
07 6795 Waterloo	1509	est 1354	est 1389	est 1474	est 1496	est 1468	est 1329	1367	1379	1349	1441	1275	1236	18066	396		18462
09 1719 Denver	55	64	62	63	81	65	99	79	87	64	84	58	50	911	6		917
09 3186 Janesville	45	46	47	44	52	50	47	49	50	46	41	38	41	596	6		602
09 5238 Plainfield	22	28	24	30	33	39	42	48	46	36	42	31	35	456	3		459
09 6273 Summer	71	69	96	78	85	104	98	84	91	93	88	92	81	1130	-		1130
09 6471 Tripoli	55	58	54	63	64	65	75	67	63	61	71	53	56	805	8		813
09 6762 Wapsie Valley	80	81	88	95	84	89	85	95	90	82	106	86	79	1140	4		1144
09 6840 Waverly-Shell Rock	147	172	163	170	172	199	215	212	214	211	188	222	177	2462	-		2462
10 1963 East Buchanan	60	64	73	68	63	78	76	78	83	80	72	72	81	948	16		964
10 3105 Independence	180	203	146	180	153	177	182	164	179	194	180	163	155	2256	53		2309
10 3204 Jesup	106	94	100	90	111	97	111	86	84	112	98	96	84	1269	9		1278
12 0153 Allison-Bristow	37	30	51	41	51	60	56	61	58	52	43	52	55	647	-		647
12 0279 Aplington	40	41	45	44	42	41	49	52	47	59	45	47	58	610	4		614
12 1215 Clarksville	44	46	41	42	41	40	34	59	46	36	40	47	45	561	7		568
12 4671 Hartford	30	42	27	41	39	41	39	36	37	30	29	25	31	447	2		449

TABLE I (CONTINUED)

1972 Enrollments

Area VII - continued

(Grades)

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub. Tot.	Spec. Ed.	Other	Grand Total
12 5130 Parkersburg	45	35	39	39	59	49	51	59	57	48	55	61	56	653	12		665
19 4599 Nashua	54	68	73	89	82	77	90	76	78	82	72	65	58	964	2		966
38 1791 Dike	46	52	47	55	50	63	59	66	67	44	44	53	54	700	7		707
38 2727 Grundy Center	59	65	56	78	76	76	76	72	83	65	83	74	60	923	47		970
38 5472 Reinbeck	est 56	est 56	est 56	est 56	est 56	est 59	est 59	63	58	52	61	51	50	733	10		743
86 1935 Dysart-Geneseo	43	38	47	55	45	56	71	65	59	71	59	62	71	742	13		755
86 4785 North Tama	53	58	44	58	58	75	67	68	87	57	75	77	90	867			867
Total Public	3481	3421	3413	3608	3782	3847	3776	3742	3789	3617	3707	3440	3354	46977	662		47639
Total Parochial	est 209	est 377	est 431	est 451	est 497	est 530	est 540	est 460	est 465	est. 405	438	416	401	5620	9		5629
Total	3690	3798	3844	4059	4279	4377	4316	4202	4254	4022	4145	3856	3755	52597	671		53268

TABLE I

1972 Enrollments

Area IX

(Grades)

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub. Tot.	Spec. Ed.	Other	Grand Total
16 0603 Bennett	34	32	32	30	45	29	40	41	56	35	29	29	32	464			464
16 1926 Durant	67	61	63	70	79	90	77	74	78	78	77	68	72	954	8		962
23 0918 Calamus	25	33	32	28	23	20	31	31	26	30	31	25	20	355	10		365
23 0936 Camanche	117	107	116	118	114	111	125	125	107	128	99	106	107	1480	34		1514
23 1082 Central Clinton	150	148	145	163	161	153	166	167	154	160	162	163	155	2047	50		2097
23 1278 Clinton	519	513	508	515	527	526	530	575	580	592	573	560	539	7057	173		7230
23 1675 Delwood	41	35	46	43	38	39	43	41	41	28	36	36	43	510	27		537
23 3834 Lost Nation	27	30	25	24	24	26	20	36	20	25	18	21	30	326	15		341
23 4773 Northeast	66	87	84	97	97	97	113	106	86	99	84	73	83	1177	22		1199
23 6993 Wheatland	31	37	40	33	38	35	35	43	28	32	29	30	18	429	8		437
49 0243 Andrew	32	38	25	33	44	35	36	43	33	51	39	35	38	482			482
49 0585 Bellevue	102	78	63	70	69	64	74	55	56	58	52	60	42	843			843
49 4041 Maquoketa	163	128	148	149	152	154	148	172	194	168	185	151	161	2073	70		2143
49 4275 Miles	28	28	30	49	34	37	42	31	36	34	30	24	37	440	7		447
49 5337 Preston	49	59	49	54	53	49	48	39	39	44	26	49	34	592	7		599
49 5733 Sabula	25	22	24	31	35	33	29	31	37	32	35	20	20	374	6		380
58 1368 Columbus	71	68	85	88	93	81	79	81	77	58	75	78	71	1005			1005
58 3841 Louisa-Muscatine	72	86	80	81	86	102	88	81	89	77	68	56	60	1026			1026
70 4581 Muscatine	503	505	496	523	533	530	545	588	519	440	448	460	397	6487	94		6581

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TABLE I (CONTINUED)

1972 Enrollments

Area IX - continued

(Grades)

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub. Tot.	Spec. Ed.	Other	Grand Total
70 6975 West Liberty	87	90	106	93	est. 103	est. 99	est. 104	107	107	102	105	96	89	1288	7		1295
70 7038 Wilton	57	67	74	79	78	85	84	73	67	75	76	64	65	944			944
82 0621 Bettendorf	441	423	452	439	467	494	529	467	412	431	476	388	362	5781	29		5810
82 1611 Davenport	1907	1828	1744	1799	1901	1834	1883	1820	1844	1824	1729	1606	1391	23110	429		23539
82 4784 North Scott	197	201	227	253	227	250	225	229	197	216	208	169	174	2773			2773
82 5250 Pleasant Valley	158	178	192	217	210	203	209	189	160	190	180	150	196	2432	18		2450
Total Public	4969	4882	4886	5079	5231	5176	5308	5245	5043	5007	4870	4517	4236	64449	1014		65463
Total Parochial	167	500	493	542	534	549	621	471	406	388	367	377	329	5744			5744
Total	5136	5382	5379	5621	5765	5725	5929	5716	5449	5395	5237	4894	4565	70193	1014		71207

1972 ollments

Area X

(Grades)

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub. Tot.	Spec. Ed.	Other	Grand Total
06 0576 Belle Plaine	59	69	69	72	87	66	76	85	85	73	77	75	61	954	6		960
06 0609 Benton	105	122	122	131	142	121	137	134	116	147	123	147	127	1674	6		1680
06 4806 Norway	27	32	35	36	40	34	41	39	34	37	37	33	34	459	5		464
06 5967 Shellsburg	38	35	28	37	34	38	24	31	24	24	16	26	19	374	6		380
06 6570 Urbana	25	22	29	27	39	32	29	21	20	28	22	29	26	349			349
06 6660 Vinton	113	151	141	152	128	147	147	168	150	154	152	149	114	1866	48		1914
16 1188 Clarence	25	21	39	36	32	34	25	20	37	30	27	35	35	396			396
16 3691 Lincoln	54	50	43	44	48	68	55	72	68	68	64	63	59	756			756
16 3852 Lowden	16	15	21	13	11	16	28	13	20	34	24	24	19	254	3		257
16 6408 Tipton	72	74	90	98	84	110	94	119	107	110	108	89	100	1255	39		1294
16 6930 West Branch	64	77	61	68	77	67	86	87	82	77	85	67	53	951	3	1 ungr.	955
48 0216 Amana	26	22	24	27	29	35	25	36	25	39	23	36	36	383			383
48 1647 Deep River-Millersburg	28	17	26	25	30	26	23	32	35	19	26	26	25	338			338
48 2097 English Valley	39	50	45	63	65	69	50	69	59	67	59	65	58	758			758
48 2766 HLV	35	45	47	42	42	49	46	60	58	46	69	52	72	663			663
48-3154 Iowa Valley	69	73	69	59	48	70	63	68	61	51	73	59	63	826	15		841
48 7029 Williamsburg	68	65	84	82	91	89	102	87	88	106	101	106	108	1177	22		1199
52 1221 Clear Creek	71	54	64	69	79	70	72	80	87	71	72	49	50	888			888
52 3141 Iowa City	806	786	767	770	718	741	750	730	706	620	621	632	526	9173	44		9217
52 3816 Lone Tree	41	36	45	28	44	34	32	49	37	51	38	33	42	510	4		514

2-9A

1972 Enrollments

Area X - continued

(Grades)

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub. Tot.	Spec. Ed.	Other	Grand Total
52 6093 Solon	65	76	72	68	75	60	88	78	59	66	78	70	64	919			919
53 0234 Anamosa	142	122	123	137	140	141	141	166	143	165	135	136	152	1843	28		1871
53 4269 Midland	38	49	44	45	57	47	58	56	60	55	59	45	51	664	21		685
53 4446 Monticello	102	97	88	117	133	119	108	130	128	151	137	137	138	1585	8		1593
53 4905 Olin	35	36	26	39	35	43	37	40	38	22	32	36	32	451	11		462
53 5076 Oxford Junction	25	18	21	19	19	26	26	26	14	31	23	18	24	290			290
57 0099 Alburnett	50	58	55	52	60	56	74	65	67	48	55	55	45	740	11		751
57 1053 Cedar Rapids Comm.	1984	est. 1761	est. 1794	est. 1892	est. 1865	est. 1938	est. 1922	1961	1908	1763	1758	1624	1606	23776	494	22 ungr	24292
57 1062 Center Point	44	46	58	56	47	62	64	57	46	44	51	42	35	652	8		660
57 1089 Central City	49	59	71	77	66	63	61	81	71	52	57	68	60	835	17		852
57 1337 College Community	249	208	239	246	236	232	228	229	246	191	219	223	167	2913	22		2935
57 3715 Linn-Mar	266	257	272	285	274	281	238	241	216	198	171	175	138	3012	32		3044
57 3744 Lisbon	32	29	45	36	42	45	40	46	45	40	48	31	30	509	11		520
57 4086 Marion Independent	195	231	226	248	252	252	242	244	233	208	219	182	176	2908	29		2937
57 4554 Mt. Vernon	57	79	75	71	84	88	81	93	88	96	79	86	77	1054	7		1061
57 4777 North Linn	88	89	73	81	91	100	80	87	90	68	61	75	72	1055	30		1085
57 6138 Springville	47	64	48	49	51	67	66	57	63	62	63	59	52	748	10	9 ungr.	767
92 2977 Highland Comm.	54	66	65	66	52	58	65	76	71	58	52	55	59	797	8		805
92 4271 Mid-Prairie	109	112	127	112	127	133	133	145	149	106	87	105	79	1524	25		1549

1972 Enrollments

Area X - continued

(Grades)

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub. Tot.	Spec. Ed.	Other	Grand Total
92 6768 Washington Comm.	148	124	154	158	179	152	162	193	166	182	192	159	163	2132	68		2200
Total Public	5560	5397	5525	5733	5753	5879	5819	6071	5800	5458	5393	5176	4847	72411	1041	32	73484
Total Parochial	137	405	509	542	552	548	579	547	489	454	389	428	395	5974	93		6067
Total	5697	5802	6034	6275	6305	6427	6398	6618	6289	5912	5782	5604	5242	78385	1134	32	79551

NOTE: An additional 119 students are enrolled in Special Education classes in county schools.

TABLE I (CONTINUED)

1972 Enrollments

Area XI

(Grades)

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub. Tot.	Spec. Ed.	Other	Grand Total
05 0414 Audubon Comm.	86	101	113	107	124	114	113	119	124	135	128	129	109	1502	15		1517
05 2151 Exira Comm.	37	45	30	36	44	45	55	56	49	46	51	46	48	588		5 ungr.	593
08 0729 Boone Community	206	183	200	228	197	227	239	230	227	251	241	225	243	2897	65	12 ungr.	2974
08 2570 Grand Community	17	16	14	23	27	33	28	20	31	24	24	22	28	307	5		312
08 3942 Madrid Community	50	57	46	45	57	55	62	65	79	70	71	61	66	784	6		790
08 4878 Ogden Community	53	46	56	71	62	65	72	71	77	57	66	80	62	838			838
08 6561 United Community	30	38	41	36	37	38	42	39	45	40	41	37	46	510	3		513
14 0999 Carroll Independent	327	76	77	77	95	85	88	92	95	84	101	102	91	1390	48		1438
14 1413 Coon Rapids Comm.	47	39	45	55	45	39	45	43	55	52	48	36	48	597	3		600
14 2520 Glidden-Ralston Comm.	30	37	43	44	38	49	41	50	41	34	36	38	49	530	3		533
14 4014 Manning Comm.	52	54	58	70	70	75	72	76	68	61	68	57	67	848	6		854
14 9028 Templeton Ind.	10	0	0	0	0	0	0	0	0	0	0	0	0	10			10
25 0027 Adel Comm.	73	65	66	84	92	74	93	98	93	114	83	84	68	1087	44		1131
25 1091 Central Dallas	24	18	31	31	35	37	24	35	33	40	26	26	34	394			394
25 1576 Dallas Community	56	48	50	72	59	60	73	68	67	53	54	52	62	774			774
25 1770 Dexfield Comm.	50	46	50	51	46	51	57	39	46	42	49	38	47	612	12		624

TABLE I (CONTINUED)

1972 Enrollments

Area XI-continued

(Grades)

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub. Tot.	Spec. Ed.	Other	Grand Total
25 5184 Perry Community	149	129	134	124	112	0	135	150	147	306	136	167	135	1824	41		1865
25 6615 Van Meter	17	37	21	31	23	39	27	37	28	38	26	23	29	376	3		379
25 6822 Waukee Comm.	74	73	65	89	83	63	90	80	80	64	59	57	54	931	7		938
25 7110 Woodward-Granger	59	60	60	60	60	57	52	60	59	56	62	58	51	754	11		765
39 0018 Adair-Casey Comm.	25	47	31	30	46	49	65	50	59	62	52	55	58	629	4		633
39 0522 Bayard Community	23	14	18	22	21	24	21	25	29	19	31	23	25	295	3		298
39 2754 Guthrie Center	59	47	59	56	61	62	66	82	60	67	65	77	63	824	35		859
39 5121 Panora-Linden Comm.	38	39	37	50	44	38	47	47	60	55	37	39	37	568	9		577
39 6264 Stuart Comm.	47	45	53	67	77	77	70	90	68	77	69	71	66	877			877
39 7128 Yale-Jamaica-Bagley	18	29	26	42	33	28	47	37	42	25	38	34	39	438			438
50 0513 Baxter Comm.	21	23	29	35	31	36	40	45	32	31	32	31	29	415	2		417
50 1332 Colfax Community	55	52	67	67	63	65	77	70	89	78	69	76	61	889	16		905
50 3906 Lynnville-Sully	42	34	54	52	56	42	51	77	65	61	57	62	48	701	5		706
50 4347 Mingo Community	18	21	17	25	27	25	24	35	23	23	24	18	19	299	1		300
50 4700 New Monroe Comm.	56	59	59	53	56	70	66	60	67	60	54	41	49	750	8		758
50 4725 Newton Comm.	339	349	345	385	549	578	371	389	247	214	379	377	351	4873	65		4938
50 5319 Prairie City Comm.	30	42	34	40	40	43	37	43	46	48	50	45	44	542	3		545
61 1953 Earlham Comm.	37	39	45	45	37	49	59	52	44	39	47	38	29	560	13		573

TABLE I

1972 Enrollments

Area XI - continued

(Grades)

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub. Tot.	Spec. Ed.	Other	Grand Total
61 3119 Interstate 35 Comm.	50	63	59	76	77	68	83	93	97	63	73	73	71	946	10		956
61 7056 Winterset Comm.	108	115	107	129	125	136	144	128	139	138	115	140	107	1631	44		1675
63 3375 Knoxville Comm.	173	172	148	197	189	171	186	160	186	184	194	146	175	2281	39		2320
63 4212 Melcher-Dallas Comm.	46	38	39	44	51	47	51	54	56	46	43	26	38	579	8		587
63 5166 Pella Community	103	120	94	133	124	108	119	129	126	130	133	123	116	1558	4		1562
63 5256 Pleasantville Comm.	46	65	53	51	45	66	55	47	60	57	54	62	52	713	18		731
63 6512 Twin Cedars Comm.	50	47	63	66	62	62	63	62	54	49	57	47	54	736	10		746
77 0261 Ankeny Comm.	280	265	307	338	306	336	334	342	303	265	259	227	205	3767	20		3787
77 0720 Bondurant-Farrar	57	54	56	46	49	62	49	55	50	42	50	37	45	652	5		657
77 1737 Des Moines Ind.	3302	est. 3002	est. 3196	est. 3200	est. 3358	est. 3378	est. 3428	3542	3356	3234	est. 3221	est. 3185	est. 2755	42157	880	12 elem, 25 Jr.	43074
77 3231 Johnston Comm.	89	74	93	108	94	98	105	116	109	101	88	93	75	1243	12		1255
77 4779 North Polk Comm.	48	56	55	71	45	64	74	65	86	60	52	56	45	777			777
77 5805 Saydel Cons.	130	est. 170	est. 163	est. 180	est. 176	est. 189	est. 203	216	197	177	est. 198	est. 184	est. 162	2345	23		2368
77 6101 Southeast Polk	235	199	233	247	291	274	295	286	299	248	263	245	184	3299	42		3341
77 6579 Urbandale Comm.	302	est. 305	est. 300	est. 291	est. 328	est. 291	est. 307	295	311	268	256	241	217	3712	14		3726
77 6957 West Des Moines	508	422	489	489	482	552	584	534	538	474	495	482	468	6517	51	10	6578
85 0225 Ames Community	466	439	431	491	457	498	465	472	472	436	412	429	417	5885	73		5958
85 0472 Ballard Comm.	86	92	82	96	85	95	109	96	96	66	79	67	73	1122	1	6	1129
85 1350 Collins	12	24	10	19	14	19	18	27	25	21	21	21	26	257			257

TABLE I (CONTINUED)

1972 Enrollments

Area XI - continued

(Grades)

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub. Tot.	Spec. Ed.	Other	Grand Total
85 1359 Colo Comm.	20	22	22	31	30	28	29	31	20	25	33	28	26	345	7		352
85 2466 Gilbert Comm.	38	48	41	53	47	50	55	54	48	41	39	44	26	584			584
85 4158 Maxwell Comm.	19	19	20	36	22	34	30	34	23	36	31	26	31	361	4		365
85 4607 Nesco Comm.	18	30	35	29	31	33	35	42	30	37	29	40	46	435	9		444
85 4617 Nevada Comm.	112	115	107	110	144	129	138	131	132	116	128	115	121	1598	25		1623
85 5643 Roland-Story Comm.	49	56	68	79	88	105	84	82	91	90	80	92	77	1041			1041
91 0981 Carlisle Comm.	86	106	89	96	106	122	131	89	119	114	107	86	95	1346	29		1375
91 3114 Indianola Comm.	211	211	214	220	232	228	253	244	245	200	227	215	209	2909	45		2954
91 4122 Martensdale-St. Marys	31	39	46	44	41	48	51	51	35	48	44	37	38	553	12		565
91 4797 Norwalk Comm.	114	133	93	125	117	94	121	98	99	72	73	88	63	1290	25		1315
91 6094 Southeast Warren	54	64	56	63	57	66	72	83	85	65	59	66	59	849			849
Total Public	9098	8573	8843	9461	9720	9843	10120	10188	9862	9329	9287	9046	8331	121701	1846	70 ungr.	123617
Total Parochial	est. 170	811	896	902	947	969	927	929	932	902	856	841	831	10913		12 ungr	10925
Total	9268	9384	9739	10363	10667	10812	11047	11117	10794	10231	10143	9887	9162	132614	1846	82 ungr.	134542

Note: An additional 105 students were enrolled in Special Education classes in county schools.

TABLE I

1972 Enrollments

Area XII

(Grades)

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub. Tot.	Spec. Ed.	Other	Grand Total
18 0423 Aurelia	32	43	44	44	37	65	56	64	51	56	53	47	67	659	17		676
18 1152 Cherokee	124	126	121	155	171	159	172	148	166	155	152	168	149	1966	61		2027
18 7032 Willow	28	40	33	35	36	36	32	35	28	43	42	33	29	450	5		455
24 0355 Ar-We-Va Comm.	57	39	43	61	58	48	44	41	49	39	47	37	38	601	6	1 ungr.	608
24 113 Charter Oak-Ute	38	26	31	52	53	46	56	57	47	52	41	48	52	599	10		609
24 1701 Denison Comm.	126	136	139	159	135	175	153	135	160	162	153	167	145	1945	64		2009
24 1845 Dow City-Arion	19	29	34	20	34	42	37	30	37	44	31	37	37	431	6		437
24 3996 Manilla Comm.	35	47	44	41	52	54	58	49	39	45	49	41	45	599	8		607
24 5832 Schleswig Comm.	42	32	49	34	45	37	est. 48	est. 48	est. 47	43	50	50	45	570	3		573
47 0504 Battle Creek	23	26	20	17	20	28	31	34	40	27	29	23	31	349	0		349
47 2376 Galva Comm.	17	14	15	19	17	16	28	17	26	21	24	22	23	259	5		264
47 3006 Holstein Comm.	41	40	36	43	40	47	47	61	50	36	58	56	57	612	5		617
47 3096 Ida Grove Comm.	42	56	60	21	21	48	58	74	92	49	69	80	55	725	22	96 cl. ungr.	843
67 1969 East Monona	16	19	20	14	24	29	23	24	38	30	30	27	32	326	4		330
67 4033 Maple Valley Comm.	65	61	66	85	88	80	102	81	104	100	106	104	65	1107	14		1121
67 6987 West Monona Comm.	76	67	75	76	86	98	113	74	97	93	76	79	81	1091	13		1104
67 7002 Whiting Comm.	16	24	15	28	23	38	19	29	19	26	31	23	21	312	3		315
75 0063 Akron Community	47	30	42	47	43	53	57	65	50	51	60	60	58	663	9		672
75 2988 Hinton Comm.	40	42	47	37	44	57	42	46	54	48	46	53	46	602	0		602

TABLE I (CONTINUED)
1972 Enrollments

Area XII - continued

(Grades)

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub. Tot.	Spec. Ed.	Other	Grand Total
75 3348 Kingsley-Pierson	41	46	46	61	68	55	59	72	62	57	70	52	60	749	0		749
75 3600 LeMars Comm.	188	151	181	184	220	191	228	197	223	209	236	210	196	2604	59		2663
75 5486 Remsen-Union Comm.	78	35	30	33	40	41	42	45	37	43	43	39	40	546	6		552
75 6966 Westfield Comm.	24	21	32	20	19	35	27	32	16	34	25	25	13	323	3	10 ungr	336
97 0270 Anthon-Oto Comm.	31	43	38	37	42	56	39	40	51	39	36	39	45	536	0		536
97 1975 Correctionville-Cushing	33	24	34	38	48	49	56	55	51	47	47	50	45	577	6		583
97 3555 Lawton-Bronson	51	54	44	59	59	78	64	64	57	66	67	58	54	785	0		785
97 5877 Sergeant Bluff-Luton	73	69	67	76	64	61	70	59	71	46	59	53	38	806	7		813
97 6039 Sioux City	1249	1271	1221	1319	1330	1462	1476	1329	1364	1377	1254	1299	1203	17154	309		17463
97 6992 Westwood Comm.	44	54	58	68	61	70	71	70	79	81	85	71	75	887	24	11 ungr	922
97 7098 Woodbury Central	34	31	40	61	63	51	67	60	60	76	62	51	55	711	6		717
Total Public	2730	2686	2725	2944	3041	3305	3375	3135	3275	3195	3131	3102	2900	39544	675	118	40337
Total Parochial	109	368	377	425	411	476	492	486	440	392	391	399	396	5162	0	0	5162
Total	2839	3054	3102	3369	3452	3781	3867	3621	3715	3587	3522	3501	3296	44706	675	118	45499

NOTE: An additional 78 students are enrolled in Special Education Classes in County Schools.

TABLE I

1972 Enrollments

Area XIII

(Grades)

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub. Tot.	Spec. Ed.	Other	Grand Total
15 0252 Anita Comm.	45	35	42	44	57	41	57	52	51	42	67	43	45	621			621
15 0387 Atlantic Comm.	130	157	166	184	184	200	219	190	206	195	171	174	170	2346	21		2367
15 0914 C&M Community	28	29	35	30	39	37	35	32	39	24	36	36	41	441		3	444
15 2718 Griswold Comm.	69	72	74	103	88	109	100	103	112	84	97	81	77	1169	10	2	1181
36 2205 Farragut Comm.	36	32	34	42	37	39	38	55	37	39	47	44	37	517	9		526
36 2369 Fremont Mills	36	38	39	39	45	50	51	56	60	52	62	58	50	636	5		641
36 2772 Hamburg Comm.	38	35	33	43	41	50	41	45	45	37	39	46	43	536	8		544
36 6003 Sidney Comm.	26	35	32	34	51	48	50	37	44	38	46	31	40	512	1		513
43 1917 Dunlap Community	36	33	52	33	43	43	63	63	64	39	58	56	54	637	2	2	641
43 3798 Logan-Magnolia	50	42	53	48	60	79	65	60	69	64	55	62	52	759	16		775
43 4356 Missouri Valley	96	78	88	97	97	103	124	115	113	120	111	99	93	1334	25		1359
43 6969 West Harrison	46	45	51	52	49	65	49	66	52	53	50	62	48	688	3		691
43 7092 Woodbine Comm.	41	40	51	61	57	57	66	76	61	69	63	56	59	757	7		764
65 2511 Glenwood Comm.	111	101	110	129	113	123	128	126	127	121	128	119	104	1540	17		1557
65 3978 Malvern Comm.	30	30	24	37	31	37	36	34	36	31	36	44	33	439	5		444
65 4751 Nishna Valley	22	28	22	28	44	37	48	36	30	34	45	39	43	456	5		461
73 1197 Clarinda Comm.	est. 88	est. 47	est. 63	est. 63	est. 114	est. 109	est. 113	95	92	107	110	101	118	1220	17		1237
73 2113 Essex Comm.	19	25	22	17	29	34	34	28	37	23	33	25	40	366	14		380
73 5976 Shenandoah Comm	est. 110	83	128	127	127	131	123	154	112	110	113	110	127	1555	48		1603

TABLE I (CONTINUED)

1972 Enrollments

Area XIII - continued

(Grades)

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub. Tot.	Spec. Ed.	Other	Grand Total
73 6097 South Page Comm.	31	29	35	37	42	36	44	46	44	39	43	44	60	530			530
78 0441 AvoHa Comm.	38	43	33	57	46	52	44	47	44	50	46	55	50	605	5		610
78 1008 Carson-Macedonia	28	36	34	42	32	41	33	40	32	46	43	39	49	495	8		503
78 1476 Council Bluffs	1030	1061	1083	1180	1238	1257	1280	1198	1115	1056	1065	1000	859	14422	395	7	14824
78 3645 Lewis Central Comm.	178	214	263	265	232	276	240	246	226	214	200	148	157	2859	40		2899
78 4824 Oakland Comm.	42	39	64	48	65	51	46	67	53	41	58	58	40	672	13		685
78 6453 Treynor Comm.	26	31	35	41	30	43	37	53	52	38	39	43	42	510	4	3	517
78 6460 Tri-Center Comm.	65	est. 57	est. 50	est. 55	est. 71	est. 81	est 86	89	79	81	81	69	66	930	7		937
78 6534 Underwood Comm.	43	56	52	63	69	65	65	61	64	50	61	48	45	742	3		745
78 6750 Walnut Comm.	28	25	21	40	29	29	25	26	31	27	29	29	29	368		2	370
83 2016 Elk Horn-Kimballton	31	31	34	29	35	28	38	46	43	41	43	40	44	483	2		485
83 2826 Harlan Comm.	178	133	108	127	122	135	153	184	177	256	281	246	237	2337	12		2349
83 3168 Irwin Community	39	22	30	37	29	26	48	38	47	40	46	33	34	469			469
83 5931 Shelby Comm.	22	31	21	29	28	44	34	37	43	34	31	30	26	410	4		414
Total Public	2836	2793	2982	3261	3374	3556	3613	3601	3437	3295	3433	3168	3012	42361	706	19	43086
Total Parochial	est. 13	est. 175	est. 183	est 173	est 219	est 234	est 234	187	232	126	100	128	130	2134			2134
Total	2849	2968	3165	3434	3593	3790	3847	3788	3669	3421	3533	3296	3142	44495	706	19	45220

NOTE: An additional 171 students were enrolled in Special Education classes in county schools.

TABLE I

1972 Enrollments

Area XIV (Grades)

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub. Tot.	Spec. Ed.	Other	Grand Total
01 0792 Bridgewater-Fontanella	24	27	28	33	40	43	60	38	50	36	41	34	50	504			504
01 2673 Greenfield Comm.	est. 64	est. 64	est. 64	est. 64	est. 64	est. 65	est. 65	65	78	61	54	68	58	834			834
01 4978 Orient-Macksburg	25	32	27	33	32	38	37	45	54	42	35	35	48	483			483
02 1431 Corning Comm.	52	49	70	73	72	72	83	92	73	80	84	79	78	957	17		974
02 5328 Prescott Comm.	10	10	9	18	18	23	32	19	19	27	12	11	19	227			227
20 1211 Clarke Comm.	80	102	103	104	119	123	123	101	119	123	122	113	112	1444	22		1466
20 4572 Murray Comm.	16	18	24	30	23	25	28	23	31	28	24	34	29	333	4		337
27 1093 Central Decatur	67	70	58	63	92	57	74	90	70	69	58	71	60	899	15		914
27 3465 Lamoni Comm.	31	24	26	22	26	43	39	42	41	38	42	45	33	452	2		454
27 4505 Mormon Trail Comm.	47	30	41	39	48	48	51	49	54	48	49	47	38	589	8		597
69 5463 Red Oak Comm.	104	116	130	131	151	143	134	149	148	133	135	131	125	1730	30		1760
69 6165 Stanton Comm.	20	22	20	30	22	32	29	29	26	24	36	33	26	349	2		351
69 6651 Villisca Comm.	30	44	35	41	50	46	58	65	72	42	43	65	56	647	7		654
80 1782 Diagonal Comm.	17	8	12	19	15	23	16	21	21	16	21	20	18	227	1		228
80 2602 Grand Valley Comm.	21	18	17	22	24	19	29	27	30	18	31	23	24	303	4		307
80 4527 Mount Ayr Comm	48	43	63	57	67	77	72	71	77	88	88	93	76	920	10		930
87 0549 Bedford Comm.	65	61	70	82	75	58	74	75	63	80	75	72	71	921	7	11	939
87 1224 Clearfield	9	10	7	10	14	11	20	18	25	16	24	23	17	204	3		207
87 3609 Lenox Comm.	32	44	40	37	40	47	36	43	50	40	51	49	35	544	3		547

TABLE I (CONTINUED)

1972 Enrollments

Area XIV - continued

(Grades)

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub. Tot.	Spec. Ed.	Other	Grand Total
87 4698 New Market Comm.	17	17	24	28	18	24	25	26	26	24	27	21	33	310	9		319
88 1503 Creston Comm.	168	134	134	171	171	180	172	184	191	180	193	166	151	2195	29		2224
88 1970 East Union Comm.	53	51	63	56	68	67	67	71	75	68	55	77	54	825	12		837
Total Public	1000	994	1065	1163	1249	1264	1324	1343	1393	1281	1300	1310	1211	15897	185	11	16093
Total Parochial	0	15	13	24	21	13	17	10	13	2	3	4	6	141			141
Total	1000	1009	1078	1187	1270	1277	1341	1353	1406	1283	1303	1314	1217	16038	185	11	16234

NOTE: An additional 29 students are enrolled in Special Education Classes in County Schools.

TABL

1972 Enrollments

Area XV

(Grades)

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub. Tot.	Spec. Ed.	Other	Grand Total
04 1071 Centerville Comm.	137	134	150	155	182	182	165	179	181	159	178	175	158	2135	61		2196
04 4491 Moravia Comm.	25	35	34	30	37	55	49	45	51	43	44	49	50	547	2		549
04 4518 Moulton-Udell Comm.	26	28	31	31	34	29	36	37	45	38	39	40	43	457	11		468
26 1619 Davis County	111	117	114	123	149	137	168	155	157	149	155	153	144	1832	36	6	1874
51 2169 Fairfield Comm.	204	215	227	229	259	250	250	275	245	257	224	217	210	3062	58		3120
54 2943 Hedrick Comm.	19	20	21	32	29	28	22	24	26	19	26	26	36	328	3		331
54 3330 Keota Comm.	53	27	30	45	43	39	37	41	46	59	60	53	56	589	7		596
54 5163 Pekin Comm.	53	54	63	60	63	65	65	59	72	67	53	67	74	815	10		825
54 6012 Sigourney Comm.	65	78	92	76	97	102	97	73	120	85	79	82	82	1128	17		1145
54 6462 Tri-County Comm.	31	42	38	35	40	34	55	56	55	43	51	64	57	601	-		601
59 1107 Chariton Comm.	112	114	138	144	158	159	159	155	145	159	162	149	143	1897	7	20	1924
59 5715 Russell Comm.	18	21	25	21	28	31	24	26	29	27	28	25	23	326			326
62 2367 Fremont Comm.	15	16	20	14	27	11	19	18	20	23	19	21	20	243	1		244
62 4776 North Mahaska Comm	31	35	50	45	55	58	48	53	60	45	64	57	45	646	17		663
62 5013 Oskaloosa Comm.	216	181	213	238	207	230	235	235	233	221	232	216	217	2874	60	12	2946
68 0081 Albia Comm.	119	122	150	141	149	146	184	172	161	173	165	164	171	2017	-		2017
89 2327 Fox Valley Comm.	21	23	20	30	20	28	24	26	25	20	20	25	24	306	9		315
89 2834 Harmony Comm.	54	52	49	48	61	58	54	48	60	68	47	58	39	696	27		723
89 6592 VanBuren Comm.	66	67	65	82	87	86	91	86	92	75	92	81	73	1043	22		1065

TABLE I (CONTINUED)

1972 Enrollments

Area XV - continued

(Grades)

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub. Tot.	Spec. Ed.	Other	Grand Total
90 0657 Blakesburg Comm.	14	21	21	33	24	34	26	30	33	21	20	19	25	321	15		336
90 0977 Cardinal Comm.	82	83	95	80	89	92	109	107	99	79	88	84	99	1186	17		1203
90 1980 Eddyville Comm.	53	48	61	63	69	68	79	73	63	77	63	75	71	863	19		882
90 5049 Ottumwa Comm.	494	506	505	564	609	611	639	662	604	554	606	647	575	7576	190		7766
93 0007 ACL Community	12	11	10	11	14	11	14	15	13	8	9	14	18	160	1		161
93 5895 Seymour Comm.	42	39	37	38	41	43	49	48	53	45	40	42	49	566	3		569
93 6854 Wayne Comm.	65	61	65	68	69	65	74	69	67	80	81	77	73	914	11		925
Total Public	2138	2150	2324	2436	2640	2652	2772	2767	2755	2594	2645	2680	2575	33128	604	38	33770
Total Parochial	33	62	70	63	68	67	76	35	39					513			513
Total	2171	2212	2394	2499	2708	2719	2848	2802	2794	2594	2645	2680	2575	33641	604	38	34283

NOTE: An additional 88 students were enrolled in Special Education classes in county schools.

TABLE I
1972 Enrollments

Area XVI

(Grades)

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub. Tot.	Spec. Ed.	Other	Grand Total
29 0882 Burlington Comm.	603	505	592	601	555	638	580	602	538	538	551	529	532	7364	137	27	7528
29 1602 Danville Comm.	38	38	36	42	42	50	57	42	44	46	39	46	42	562			562
29 4203 Mediapolis Comm.	85	88	81	108	87	112	99	121	112	83	92	93	98	1259	10		1269
29 6937 West Burlington Ind.	67	58	55	64	58	47	75	60	63	54	56	45	56	758			758
44 4536 Mt. Pleasant Comm.	164	190	160	176	183	186	189	179	177	194	183	153	144	2278	44		2322
44 4689 New London Comm.	49	44	59	59	66	55	67	54	52	47	39	48	46	685	12	4	701
44 6700 Waco Community	47	46	51	56	69	58	65	62	60	63	66	65	56	764	6		770
44 7047 Winfield-Mt. Union	29	32	37	30	32	37	38	39	36	45	39	41	44	479			479
56 1079 Central Lee Com	83	105	92	103	106	109	92	103	103	104	77	91	89	1257	16		1273
56 2322 Fort Madison Comm.	305	264	306	303	309	285	310	287	297	288	288	312	277	3831	51		3882
56 3312 Keokuk Comm.	est 296	est 263	est 259	est 276	est 268	est 265	est 265	268	251	268	278	265	234	3456	64	16	3536
58 4509 Morning Sun Comm.	20	11	23	39	25	21	26	31	24	22	30	23	29	324			324
58 6759 Wapello Comm.	81	79	71	75	85	78	69	84	85	69	77	66	67	986	11		997
Public Total	1867	1723	1822	1932	1885	1941	1932	1932	1842	1821	1815	1777	1714	24003	351	47	24401
Parochial	23	157	189	190	219	219	206	231	242	211	221	227	217	2552			2552
Total	1890	1880	2011	2122	2104	2160	2138	2163	2084	2032	2036	2004	1931	26555	351	47	26953
NOTE:	An additional 48 students are enrolled in Special Education classes in County Schools																

A I

IOWA PUBLIC SCHOOL CENSUS DATA

June, 1972

	Under One Year (1)	One Year (2)	Two Years (3)	Three Years (4)	Four Years (5)	Five Years (6)	Total (7)
Allamakee County							
Allamakee	139	143	150	148	163	143	886
Eastern Allamakee	27	44	44	37	64	43	259
Postville	30	47	54	51	52	57	291
Chickasaw County							
Fredericksburg	34	33	26	19	41	22	175
New Hampton	131	117	130	133	150	154	815
Clayton County							
Central Clayton	47	51	53	60	72	43	326
Garnavillo	22	23	35	27	30	37	174
Guttenberg	70	67	77	58	83	98	453
Mar-Mac	26	32	38	34	36	39	205
M-F-L	48	43	63	43	51	55	303
Starmont	64	65	79	71	78	78	435
Delaware County							
Edgewood-Colesburg	56	47	60	66	63	68	360
Maquoketa Valley	72	52	83	74	90	71	442
West Delaware	120	143	171	167	184	172	957
Dubuque County							
Dubuque	844	1,104	1,264	1,211	1,231	1,405	7,059
Western Dubuque	322	325	425	386	443	462	2,363

Area I - continued

TABLE II (CONTINUED)

	Under One Year (1)	One Year (2)	Two Years (3)	Three Years (4)	Four Years (5)	Five Years (6)	Total (7)
Fayette County							
Fayette	19	17	19	19	16	25	115
North Fayette	46	54	88	94	85	86	453
Oelwein	115	110	141	134	137	164	801
Turkey Valley	69	62	70	90	74	97	462
Valley	32	38	38	53	45	56	262
West Central	35	37	27	43	41	42	225
Howard County							
Howard-Winneshiek	117	132	157	160	163	161	890
Riceville	42	36	48	60	52	53	291
Winneshiek County							
Decorah	97	95	101	93	104	129	619
North Winneshiek	26	24	35	30	35	35	185
South Winneshiek	72	73	80	86	80	92	483
Area Totals	2722	3014	3556	3447	3663	3887	20,289

TABLE II

AREA II

IOWA PUBLIC SCHOOL CENSUS DATA
June, 1972

	Under One Year (1)	One Year (2)	Two Years (3)	Three Years (4)	Four Years (5)	Five Years (6)	Total (7)
Butler County							
Dumont	13	15	22	16	21	26	113
Greene	31	31	41	43	39	32	217
Cerro Gordo County							
Clear Lake	107	89	136	117	106	125	680
Mason City	364	422	470	460	449	439	2,604
Meservey-Thornton	9	17	16	13	21	17	93
Rockwell-Swaledale	39	23	31	32	35	37	197
Ventura	17	23	16	33	19	26	134
Franklin County							
CAL	22	29	22	21	23	22	139
Hampton	63	94	81	79	80	86	483
Sheffield-Chapin	23	32	31	29	40	30	185
Floyd County							
Charles City	138	185	200	192	194	222	1,131
Nora Springs-Rock Falls	26	38	32	38	39	40	213
Rudd-Rockford-Marble Rock	40	56	48	59	68	55	326
Hancock County							
Britt	40	45	47	41	50	52	275
Corwith-Wesley	29	21	28	25	33	27	163
Garner-Hayfield	51	63	61	56	64	54	349
Kanawha	10	14	20	24	22	21	111
Klemme	22	11	13	15	17	13	91
Woden-Crystal Lake	24	14	16	20	28	16	118

Area II - continued

TABLE II (CONTINUED)

	Under One Year (1)	One Year (2)	Two Years (3)	Three Years (4)	Four Years (5)	Five Years (6)	Total (7)
Mitchell County							
Osage	64	97	97	94	119	107	578
St. Ansgar	67	54	68	68	57	68	382
Winnebago County							
Buffalo Center	34	35	21	34	29	24	177
Forest City	106	90	108	118	105	99	626
Lake Mills	55	59	63	64	62	64	367
Rake	6	4	9	10	6	11	46
Thompson	13	12	19	16	28	16	104
Worth County							
North Central	41	35	45	59	46	42	268
Northwood-Kensett	37	28	44	48	62	57	276
Wright County							
Belmond	40	45	50	44	58	64	301
Area Totals	1531	1681	1855	1868	1920	1892	10,747

TABLE II

AREA III

IOWA PUBLIC SCHOOL CENSUS DATA
June, 1972

	Under One Year (1)	One Year (2)	Two Years (3)	Three Years (4)	Four Years (5)	Five Years (6)	Total (7)
Clay County							
Clay Central	15	19	26	22	26	36	144
Everly	18	20	33	26	13	35	145
Sioux Valley	11	8	14	10	13	14	70
South Clay	17	19	23	22	24	21	126
Spencer	42	57	94	115	134	136	578
Dickinson County							
Arnolds Park	6	12	17	21	11	16	83
Harris-Lake Park	16	29	23	24	30	34	156
Milford	40	43	32	42	35	32	224
Spirit Lake	56	84	63	96	86	89	474
Terril	19	16	15	21	14	24	109
Emmet County							
Armstrong	26	20	37	26	33	41	183
Estherville	137	141	137	147	126	157	845
Lincoln Central	25	18	20	14	15	15	107
Ringsted	14	10	9	15	12	19	79

Area III - Table II - continued

Kossuth County							
Algona	113	131	136	125	148	145	798
Burt	14	21	30	24	26	20	135
Lakota	14	12	14	10	10	12	72
Ledyard	10	11	12	13	15	15	76
LuVerne	21	16	13	21	16	23	110
Sentral	21	26	25	24	26	25	147
Swea City	25	23	53	43	49	40	233
Titonka	15	18	20	18	27	26	124
Palo Alto County							
Ayrshire	13	12	17	11	18	19	90
Emmetsburg	56	76	85	88	84	91	480
Graettinger	23	27	24	34	23	32	163
Mallard	16	11	20	16	7	19	89
Ruthven	14	14	19	13	21	20	101
West Bend	24	22	36	35	40	48	205
Area Totals	821	916	1047	1076	1082	1204	6146

TABLE II

AREA IV
IOWA PUBLIC SCHOOL CENSUS DATA
June, 1972

	Under One Year (1)	One Year (2)	Two Years (3)	Three Years (4)	Four Years (5)	Five Years (6)	Total (7)
Cherokee County							
Marcus	38	38	47	40	48	36	247
Meriden-Cleghorn	17	21	22	19	21	20	120
Lyon County							
Central Lyon	77	88	87	77	63	76	468
George	35	32	31	36	38	33	205
Little Rock	19	18	20	17	18	16	108
West Lyon	84	71	96	83	83	89	506
O'Brien County							
Hartley	26	32	31	33	37	42	201
Paullina	24	31	32	37	41	41	206
Primghar	17	12	18	31	16	19	113
Sanborn	26	23	30	31	24	37	171
Sheldon	97	121	119	127	113	127	704
Sutherland	24	25	28	30	30	32	169

TABLE II - AREA IV - continued

Osceola County							
Melvin	10	4	15	14	9	11	63
Ocheyedan	15	20	18	15	15	17	100
Sibley	66	55	82	62	63	80	408
Sioux County							
Boyden-Hull	55	68	64	69	58	60	374
Floyd Valley	37	68	59	55	63	64	346
Maurice-Orange City	62	66	70	83	64	63	408
Rock Valley	60	86	80	55	75	74	430
Sioux Center	85	83	88	90	105	82	533
West Sioux	50	71	72	73	70	79	415
Area Totals	924	1033	1109	1077	1054	1098	6295

LE II
AREA V

IOWA PUBLIC SCHOOL CENSUS DATA
June, 1972

	Under One Year	One Year	Two Years	Three Years	Four Years	Five Years	Total
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Buena Vista County							
Albert City-Truesdale	24	14	20	22	24	29	133
Alta	54	40	50	48	38	57	287
Marathon	13	11	16	12	9	18	79
Newell-Providence	20	34	28	29	24	23	158
Rembrandt	4	5	9	8	6	9	41
Sioux Rapids	12	15	16	16	18	15	92
Storm Lake	135	119	143	121	125	132	775
Calhoun County							
Cedar Valley	22	17	29	15	17	19	119
Lake City	32	48	40	50	53	44	267
Lohrville	17	19	18	11	16	19	100
Lytton	6	7	3	17	16	11	60
Manson	22	33	41	38	47	33	214
Pomeroy	13	23	24	24	21	26	131
Rockwell City	37	28	39	43	57	54	258
Greene County							
East Greene	25	34	39	35	35	37	205
Jefferson	63	68	84	71	91	84	461
Paton-Churdan	21	23	29	21	24	26	144
Scranton	19	15	22	19	21	24	120
Hamilton County							
Northeast Hamilton	14	20	24	21	22	30	131
South Hamilton	46	50	50	51	60	66	323
Stratford	10	10	18	17	11	26	92
Webster City	127	168	172	166	172	151	956
Humboldt County							
Boone Valley	16	10	13	12	18	15	84
Gilmore City-Bradgate	15	21	20	30	20	31	137
Humboldt	86	99	95	106	104	114	604
Twin Rivers	22	26	25	29	22	35	159

TABLE II (CONTINUED)

	Under One Year (1)	One Year (2)	Two Years (3)	Three Years (4)	Four Years (5)	Five Years (6)	Total (7)
Pocahontas County							
Fonda	18	20	25	16	20	31	130
Havelock-Plover	20	14	19	11	19	18	101
Laurens	27	31	44	33	35	39	209
Palmer	10	6	14	6	13	10	59
Pocahontas	30	34	48	57	54	42	265
Rolfe	20	11	13	13	23	20	100
Sac County							
Crestland	20	22	25	19	26	25	137
Lake View-Auburn	23	23	34	44	26	33	183
Odebolt-Arthur	31	31	44	44	43	40	233
Sac	35	42	56	51	63	45	292
Schaller	11	21	21	18	17	24	112
Wall Lake	15	16	22	20	27	28	128
Webster County							
Central Webster	24	29	26	24	24	36	163
Dayton	10	9	22	21	32	19	113
Fort Dodge	345	390	499	525	553	555	2,867
Northwest Webster	26	20	27	30	24	37	164
Prairie	35	48	40	54	60	54	291
Wright County							
Clarion	52	47	41	38	59	58	295
Dows	13	18	13	21	26	18	109
Eagle Grove	81	71	73	118	100	102	545
Goldfield	6	8	15	13	13	17	72
Area Totals	1727	1868	2188	2208	2328	2379	12,698

TABLE II

AREA VI

IOWA PUBLIC SCHOOL CENSUS DATA
June, 1972

	Under One Year (1)	One Year (2)	Two Years (3)	Three Years (4)	Four Years (5)	Five Years (6)	Total (7)
Grundy County							
Beaman-Conrad	37	31	45	33	37	47	230
Wellsburg	17	25	26	22	28	23	141
Hardin County							
Ackley-Geneva	39	38	47	48	49	58	279
Alden	27	29	24	34	25	35	174
Eldora	42	49	48	49	56	54	298
Hubbard	20	16	18	15	9	29	107
Iowa Falls	108	101	117	127	119	115	687
New Providence	5	7	6	7	10	7	42
Radcliffe	15	15	20	19	29	21	119
Steamboat Rock	9	12	5	12	5	12	55
Union-Whitten	13	19	20	14	16	19	101
Marshall County							
Green Mountain	9	21	10	9	9	7	65
L D F	45	37	37	46	42	55	262
Marshalltown	493	478	594	564	509	523	3,161
Semco	23	32	31	26	30	37	178
West Marshall	72	47	84	52	81	92	428

Area VI - Table II - continued

Poweshiek County							
B-G-M	55	55	56	52	60	60	338
Grinnell-Newburg	143	116	188	144	167	166	924
Montezuma	34	33	37	52	40	43	239
Tama County							
Garwin	13	19	17	13	14	29	105
Gladbrook	18	27	14	23	23	24	129
South Tama	135	150	181	180	140	172	958
Area Totals	1372	1357	1625	1541	1498	1627	9020

TABLE II

AREA VII

IOWA PUBLIC SCHOOL CENSUS DATA

June, 1972

	Under One Year (1)	One Year (2)	Two Years (3)	Three Years (4)	Four Years (5)	Five Years (6)	Total (7)
Black Hawk County							
Cedar Falls	409	462	519	461	492	503	2,846
Dunkerton	38	39	52	40	58	44	271
Hudson	30	36	33	40	35	66	240
LaPorte City	35	48	53	59	66	66	327
Waterloo	778	915	1,217	1,236	1,307	1,427	6,880
Bremer County							
Denver	45	72	57	65	59	62	360
Janesville	23	35	33	36	39	35	201
Plainfield	26	24	20	29	24	23	146
Sumner	47	45	68	71	60	66	357
Tripoli	40	46	44	45	44	51	270
Wapsie Valley	64	58	67	77	82	88	436
Waverly-Shell Rock	130	112	137	178	170	156	883
Buchanan County							
East Buchanan	43	62	50	54	68	55	332
Independence	115	123	135	141	141	157	812
Jesup	62	66	100	86	90	108	512

Area VII - Table II - continued

Butler County							
Allison-Bristow	22	38	32	39	36	32	199
Aplington	25	21	34	29	36	47	192
Clarksville	45	39	42	40	36	39	241
New Hartford	20	27	34	26	20	29	156
Parkersburg	34	41	42	40	46	40	243
Chickasaw County							
Nashua	35	50	44	45	47	62	283
Grundy County							
Dike	34	37	49	35	42	34	231
Grundy Center	48	50	50	58	60	58	324
Reinbeck	29	38	44	47	56	44	258
Tama County							
Dysart-Geneseo	11	6	29	23	32	36	137
North Tama	39	50	55	51	64	52	311
Area Totals	2227	2540	3040	3051	3210	3380	17,448

TABLE II

AREA IX
IOWA PUBLIC SCHOOL CENSUS DATA

June, 1972

	Under One Year (1)	One Year (2)	Two Years (3)	Three Years (4)	Four Years (5)	Five Years (6)	Total (7)
Cedar County							
Bennett	28	15	19	23	31	27	143
Durant	37	44	43	52	49	55	280
Clinton County							
Calamus	16	17	17	23	23	23	119
Camanche	33	42	106	108	109	115	513
Central Clinton	96	112	140	130	142	138	758
Clinton	427	436	496	465	517	454	2,795
Delwood	30	26	32	36	47	34	205
Lost Nation	10	14	24	22	17	30	117
Northeast	43	48	51	55	60	65	322
Wheatland	17	24	30	23	27	42	163
Jackson County							
Andrew	14	11	20	14	23	24	106
Bellevue	57	59	87	73	104	90	470
Maquoketa	92	120	130	118	137	136	733
Miles	20	27	33	24	18	25	147
Preston	34	36	34	35	36	43	218
Sabula	17	11	20	14	14	12	88

AREA IX - TABLE II continued

Louisa County							
Columbus	45	47	49	67	82	73	363
Louisa-Muscatine	42	31	51	53	64	59	300
Muscatine County							
Muscatine	349	385	394	417	416	430	2,391
West Liberty	74	79	81	89	80	67	470
Wilton	47	44	62	60	51	65	329
Scott County							
Bettendorf	293	332	397	406	380	426	2,234
Davenport	1,434	1,667	1,728	1,752	1,790	1,874	10,245
North Scott	158	153	184	183	193	201	1,072
Pleasant Valley	99	135	147	145	153	182	861
Area Totals	3,512	3,915	4,375	4,387	4,563	4,690	25,442

TABLE II

AREA X
IOWA PUBLIC SCHOOL CENSUS DATA
June, 1972

	Under One Year (1)	One Year (2)	Two Years (3)	Three Years (4)	Four Years (5)	Five Years (6)	Total (7)
Benton County							
Belle Plaine	54	47	58	53	59	57	328
Benton	92	100	115	124	127	160	718
Norway	23	18	30	23	33	27	154
Shellsburg	14	26	27	23	26	42	158
Urbana	14	18	34	27	19	23	135
Vinton	96	93	120	97	101	113	620
Cedar County							
Clarence	16	15	17	13	20	21	102
Lincoln	48	32	47	49	38	52	266
Lowden	15	22	11	21	18	27	114
Tipton	16	44	60	81	86	87	374
West Branch	57	56	53	65	55	67	353
Iowa County							
Amana	23	27	30	23	21	31	155
Deep River-Millersburg	14	20	23	15	16	19	107
English Valleys	27	18	27	29	28	39	168
H L V	26	38	30	26	39	39	198
Iowa Valley	40	48	49	51	57	61	306
Williamsburg	49	62	75	71	84	86	427
Johnson County							
Clear Creek	48	50	47	48	51	67	311
Iowa City	718	834	965	877	835	806	5,035
Lone Tree	30	28	30	34	35	35	192
Solon	34	46	44	46	47	64	281

TABLE II - AREA X - continued

Jones County							
Anamosa	86	87	132	133	123	143	704
Midland	26	38	33	31	39	40	207
Monticello	91	81	71	123	114	95	575
Olin	18	16	14	29	29	30	136
Oxford Junction	13	10	12	14	17	18	84
Linn County							
Alburnett	39	43	41	36	49	38	246
Cedar Rapids	1,602	1,834	1,876	2,030	1,899	1,997	11,238
Center Point	29	47	42	34	41	53	246
Central City	30	39	45	51	48	42	255
College	199	194	191	207	237	217	1,245
Linn-Mar	158	208	252	233	248	262	1,361
Lisbon	22	25	34	34	30	26	171
Marion	151	184	185	215	192	199	1,126
Mount Vernon	48	47	63	53	64	51	326
North Linn	45	66	72	63	66	76	388
Springville	36	33	45	43	45	52	254
Washington County							
Highland	39	44	50	52	44	60	289
Mid-Prairie	123	134	127	134	132	136	786
Washington	121	134	115	146	129	160	805
Area Totals	4,330	4,906	5,292	5,457	5,341	5,618	30,944

TABLE II
XI

IOWA PUBLIC SCHOOL CENSUS DATA - June, 1972

	Under One Year (1)	One Year (2)	Two Years (3)	Three Years (4)	Four Years (5)	Five Years (6)	Total (7)
Audubon County							
Audubon	52	47	67	74	84	84	408
Exira	20	25	30	19	25	38	157
Boone County							
Boone	139	184	198	167	207	214	1,109
Grand	10	16	12	16	17	13	84
Madrid	29	31	33	32	41	44	210
Ogden	22	55	40	43	53	46	259
United	38	35	33	23	27	33	189
Carroll County							
Carroll	87	141	145	172	225	269	1,039
Coon Rapids	30	38	34	40	50	46	238
Glidden-Ralston	22	32	31	32	24	25	166
Manning	25	27	51	33	60	43	239
Templeton Ind.	4	4	5	3	7	2	25
Eden Ind.	6	9	5	11	12	10	53
Dallas County							
Adel	50	55	55	59	69	72	360
Central Dallas	15	13	19	19	15	23	104
Dallas	46	62	53	65	43	48	317
Dexfield	23	30	50	35	37	44	219
Perry	56	77	114	98	121	112	578
Van Meter	28	21	21	24	24	20	138
Waukee	47	51	57	54	69	59	337
Woodward-Granger	29	34	51	53	62	66	295
Guthrie County							
Adair-Casey	26	23	36	30	25	36	176
Bayard	15	19	13	13	18	24	102
Guthrie Center	41	36	43	40	35	59	254
Panora-Linden	28	31	25	31	28	32	175
Stuart-Menlo	34	26	54	52	36	49	251
Yale-Jamaica-Bagley	22	20	24	15	24	22	127
Jasper County							
Baxter	18	19	22	16	15	25	115
Colfax	43	48	48	47	43	44	273
Lynnville-Sully	62	50	63	63	59	55	352
Mingo	11	14	14	18	12	16	85
New Monroe	46	43	53	59	54	49	304
Newton	184	228	251	228	285	319	1,495

Area Continued

TABLE II (CONTINUED)

	Under One Year (1)	One Year (2)	Two Years (3)	Three Years (4)	Four Years (5)	Five Years (6)	Total (7)
Madison County							
Earlham	33	32	33	37	30	37	202
Interstate 35	41	49	58	51	50	58	307
Winterset	64	99	101	94	95	102	555
Marion County							
Knoxville	116	135	115	150	148	148	812
Melcher-Dallas	19	27	32	29	30	39	176
Pella	117	142	147	130	145	139	820
Pleasantville	37	42	59	49	49	60	296
Twin Cedars	32	37	53	57	24	55	258
Polk County							
Ankeny	191	247	248	270	256	281	1,493
Bondurant-Farrar	48	56	58	52	55	53	322
Des Moines	1851	1984	3020	2856	3172	3105	15,988
Johnston	58	70	85	84	90	82	469
North Polk	36	36	49	53	42	42	258
Saydel	105	109	128	143	152	129	766
Southeast Polk	162	193	188	199	185	230	1,157
Urbandale	115	172	263	259	345	311	1,465
West Des Moines	262	339	402	419	440	443	2,305
Story County							
Ames	562	556	590	496	489	456	3,149
Ballard	49	91	86	95	104	74	499
Collins	7	13	12	9	15	10	67
Colo	10	18	14	32	24	24	122
Gilbert	29	37	40	41	28	33	208
Maxwell	14	17	21	24	29	15	120
Nesco	16	15	17	23	21	16	108
Nevada	68	86	117	123	103	120	617
Roland-Story	49	48	58	63	65	54	337
Warren County							
Carlisle	74	110	92	84	89	95	544
Indianola	122	145	186	202	171	188	1,014
Martensdale-St. Mary's	30	41	33	26	26	32	188
Norwalk	99	107	120	114	111	125	676
Southeast Warren	44	34	49	53	52	47	279
Area Totals	**5789**	**6663**	**8265**	**8035**	**8568**	**8674**	**45,994**

TABLE II

AREA XII

IOWA PUBLIC SCHOOL CENSUS DATA
June, 1972

	Under One Year (1)	One Year (2)	Two Years (3)	Three Years (4)	Four Years (5)	Five Years (6)	Total (7)
Cherokee County							
Aurelia	27	30	31	28	32	31	179
Cherokee	94	109	135	106	128	109	681
Willow	17	21	29	27	22	32	148
Crawford County							
Ar-We-Va	45	49	42	45	40	51	272
Charter Oak-Ute	28	41	28	37	39	25	198
Denison	133	155	136	112	137	132	805
Dow City-Arion	22	33	24	20	22	17	138
Manilla	24	28	25	30	23	31	161
Schleswig	38	37	40	45	32	43	235
Ida County							
Battle Creek	23	10	25	30	22	20	130
Galva	12	10	8	14	10	15	69
Holstein	11	29	28	29	25	39	161
Ida Grove	50	49	47	41	51	44	282
Monona County							
East Monona	20	14	13	18	14	19	98
Maple Valley	63	60	60	65	63	49	360
West Monona	60	40	68	54	62	68	352
Whiting	18	16	22	13	20	18	107

Area XII - Table II - continued

Plymouth County							
Akron	18	26	33	25	34	34	170
Hinton	23	22	21	27	22	34	149
Kingsley-Pierson	30	30	29	37	23	39	188
LeMars	179	170	168	204	182	175	1,078
Remsen-Union	63	56	75	67	71	75	407
Westfield	13	17	14	22	16	23	105
Woodbury County							
Anthon-Oto	28	32	26	30	31	28	175
Eastwood	22	23	29	20	33	31	158
Lawton-Bronson	22	32	36	38	32	39	199
Sergeant Bluff-Luton	57	52	58	64	53	60	344
Sioux City	1,167	1,195	1,385	1,333	1,311	1,403	7,794
Westwood	48	42	38	39	47	41	255
Woodbury Central	25	26	31	36	29	37	184
Area Totals	2380	2454	2704	2656	2626	2762	15,582

TABLE II

AREA XIII

IOWA PUBLIC SCHOOL CENSUS DATA
June, 1972

	Under One Year (1)	One Year (2)	Two Years (3)	Three Years (4)	Four Years (5)	Five Years (6)	Total (7)
Cass County							
Anita	33	35	39	30	35	35	207
Atlantic	97	106	137	101	144	125	710
C and M	28	24	13	36	24	26	151
Griswold	62	53	54	58	59	60	346
Fremont County							
Farragut	31	23	34	29	24	37	178
Fremont-Mills	31	33	31	32	32	35	194
Hamburg	29	18	24	28	30	28	157
Sidney	30	28	26	25	25	25	159
Harrison County							
Dunlap	35	37	30	30	39	33	204
Logan-Magnolia	42	59	41	53	44	45	284
Missouri Valley	72	82	103	72	84	93	506
West Harrison	34	39	36	39	41	42	231
Woodbine	35	32	39	44	31	39	220
Mills County							
Glenwood	104	105	100	129	118	103	659
Malvern	39	35	27	43	27	33	204
Nishna Valley	21	24	30	29	36	23	163

Area XIII - Table II - continued

Page County							
Clarinda	85	78	98	84	85	71	501
Essex	32	36	32	33	32	32	197
Shenandoah	71	76	86	86	88	101	508
South Page	17	23	17	22	23	20	122
Pottawattamie County							
Avoha	32	29	44	28	42	38	213
Carson-Macedonia	35	29	35	26	39	32	196
Council Bluffs	810	909	1,025	1,013	981	1,051	5,789
Lewis Central	177	171	218	194	203	173	1,136
Oakland	38	32	45	32	34	42	223
Treynor	23	19	26	24	27	31	150
Tri-Center	53	65	49	73	52	61	353
Underwood	30	22	47	36	39	42	216
Walnut	20	16	16	31	18	19	120
Shelby County							
Elk Horn-Kimballton	12	23	13	—22	17	32	119
Harlan	107	101	150	156	173	164	851
Irwin	19	21	28	22	32	32	154
Shelby	16	23	21	30	18	28	136
Area Totals	2300	2406	2714	2690	2696	2751	15,557

TABLE II

AREA XIV
IOWA PUBLIC SCHOOL CENSUS DATA
June, 1972

	Under One Year (1)	One Year (2)	Two Years (3)	Three Years (4)	Four Years (5)	Five Years (6)	Total (7)
Adair County							
Bridgewater-Fontanelle	15	16	19	16	25	25	116
Greenfield	28	46	46	39	45	50	254
Orient-Macksburg	14	17	23	23	25	20	122
Adams County							
Corning	50	54	57	32	45	54	292
Prescott	11	7	13	6	9	12	58
Clarke County							
Clarke	67	86	73	82	93	86	487
Murray	11	11	11	19	16	20	88
Decatur County							
Central Decatur	54	49	48	47	61	57	316
Lamoni	8	21	24	26	22	30	131
Mormon Trail	27	28	36	33	36	39	199

TABLE II - AREA XIV - continued

Montgomery County							
Red Oak	109	110	130	110	126	101	686
Stanton	21	20	14	27	18	16	116
Villisca	23	26	23	28	26	26	152
Ringgold County							
Diagonal	11	11	5	10	11	10	58
Grand Valley	13	12	16	16	23	17	97
Mount Ayr	48	57	46	39	49	39	278
Taylor County							
Bedford	50	44	48	50	43	66	301
Clearfield	10	4	10	7	8	11	50
Lenox	23	25	27	32	25	36	168
New Market	12	13	14	6	16	14	75
Union County							
Creston	147	138	123	130	128	168	834
East Union	27	31	47	39	44	51	239
Area Totals	779	826	853	817	894	948	5117

TABLE II

AREA XV

IOWA PUBLIC SCHOOL CENSUS DATA
June, 1972

	Under One Year (1)	One Year (2)	Two Years (3)	Three Years (4)	Four Years (5)	Five Years (6)	Total (7)
Appanoose County							
Centerville	91	107	111	92	116	100	617
Moravia	13	15	22	20	23	25	118
Moulton-Udell	17	19	16	24	20	29	125
Davis County							
Davis Co. Comm.	111	99	102	118	102	100	632
Jefferson County							
Fairfield	153	154	164	150	197	198	1,016
Keokuk County							
Hedrick	20	19	17	12	16	18	102
Keota	39	42	34	39	39	48	241
Pekin	39	49	47	51	44	48	278
Sigourney	40	52	56	46	61	63	318
Tri-County	32	36	31	33	29	34	195
Lucas County							
Chariton	102	112	115	101	98	100	628
Russell	17	25	20	18	27	14	121
Mahaska County							
Fremont	10	11	13	17	22	12	85
North Mahaska	43	44	49	48	34	45	263
Oskaloosa	204	198	197	212	194	206	1,211

Area XV - Table II - continued

Monroe County							
A[illegible]ia	94	56	77	70	104	115	516
Van Buren County							
Fox Valley	12	10	29	20	21	23	115
Harmony	44	31	39	41	48	42	245
Van Buren	37	54	34	56	60	65	306
Wapello County							
Blakesburg	23	23	20	12	17	10	105
Cardinal	170	83	74	79	93	99	598
Eddyville	9	15	17	35	22	29	127
Ottumwa	227	387	432	424	461	460	2,391
Wayne County							
A C [illegible]	5	7	8	7	14	13	54
Seymour	24	29	26	40	25	39	183
Wayne	52	38	40	49	40	60	279
Area Totals	1628	1715	1790	1814	1927	1995	10,869

TABLE II

AREA XVI

IOWA PUBLIC SCHOOL CENSUS DATA

June, 1972

	Under One Year (1)	One Year (2)	Two Years (3)	Three Years (4)	Four Years (5)	Five Years (6)	Total (7)
Des Moines County							
Burlington	331	410	435	427	484	539	2,626
Danville	34	24	40	34	27	39	198
Mediapolis	46	76	76	89	75	74	436
West Burlington	44	49	54	54	63	45	309
Henry County							
Mount Pleasant	109	142	145	162	159	146	863
New London	24	36	30	31	41	42	204
Waco	31	25	45	46	35	46	228
Winfield-Mt. Union	28	18	29	21	27	20	143

Area XVI - Table II - continued

Lee County							
Central Lee	28	55	65	72	65	93	378
Fort Madison	154	180	242	265	258	264	1,363
Keokuk	185	217	218	210	215	254	1,299
Louisa County							
Morning Sun	18	11	17	23	14	18	101
Wapello	44	62	55	56	63	68	348
Area Totals	1076	1350	1451	1490	1526	1648	8496

FIGURE F

AREA 1

ENROLLMENTS GRADE 12 TO KINDERGARTEN; FALL '72
PLUS SCHOOL CENSUS DATA JUNE '72

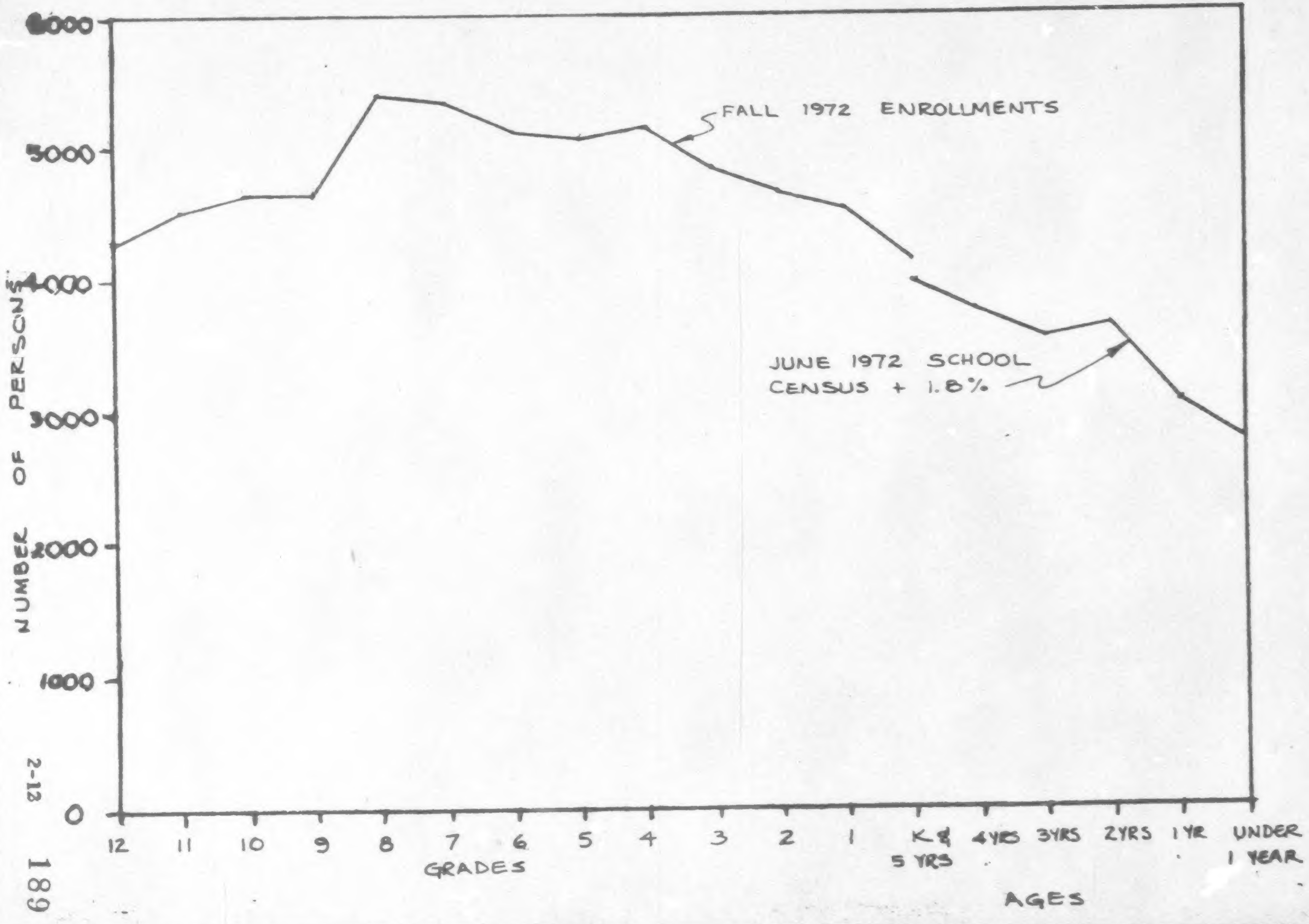


FIGURE F

AREA 2

ENROLLMENTS GRADE 12 TO KGTN. FALL '72
PLUS SCHOOL CENSUS DATA, JUNE '72

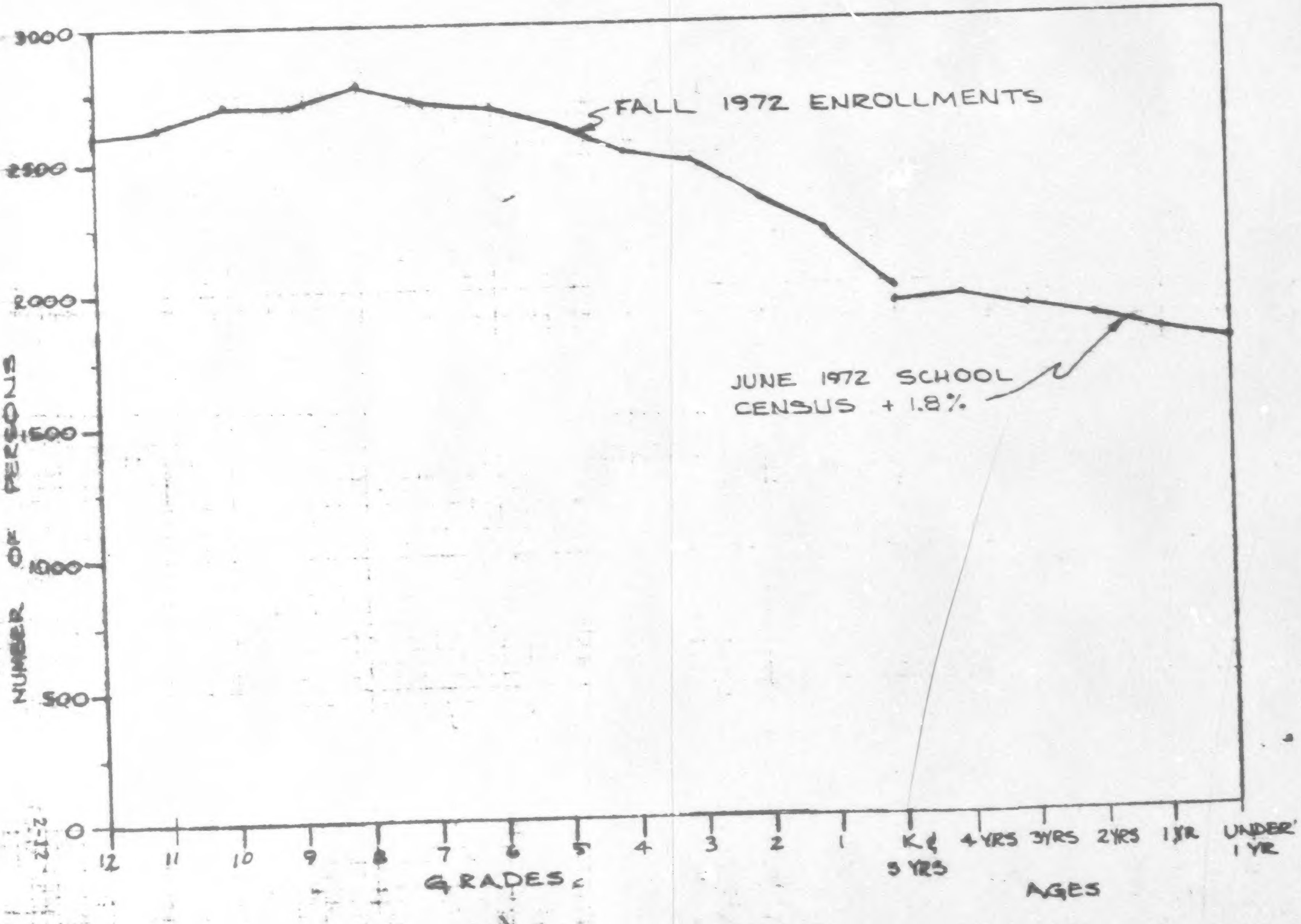


FIGURE F

AREA 3

ENROLLMENTS GRADE 12 TO KINDERGARTEN, FALL '72
PLUS SCHOOL CENSUS DATA, JUNE '72

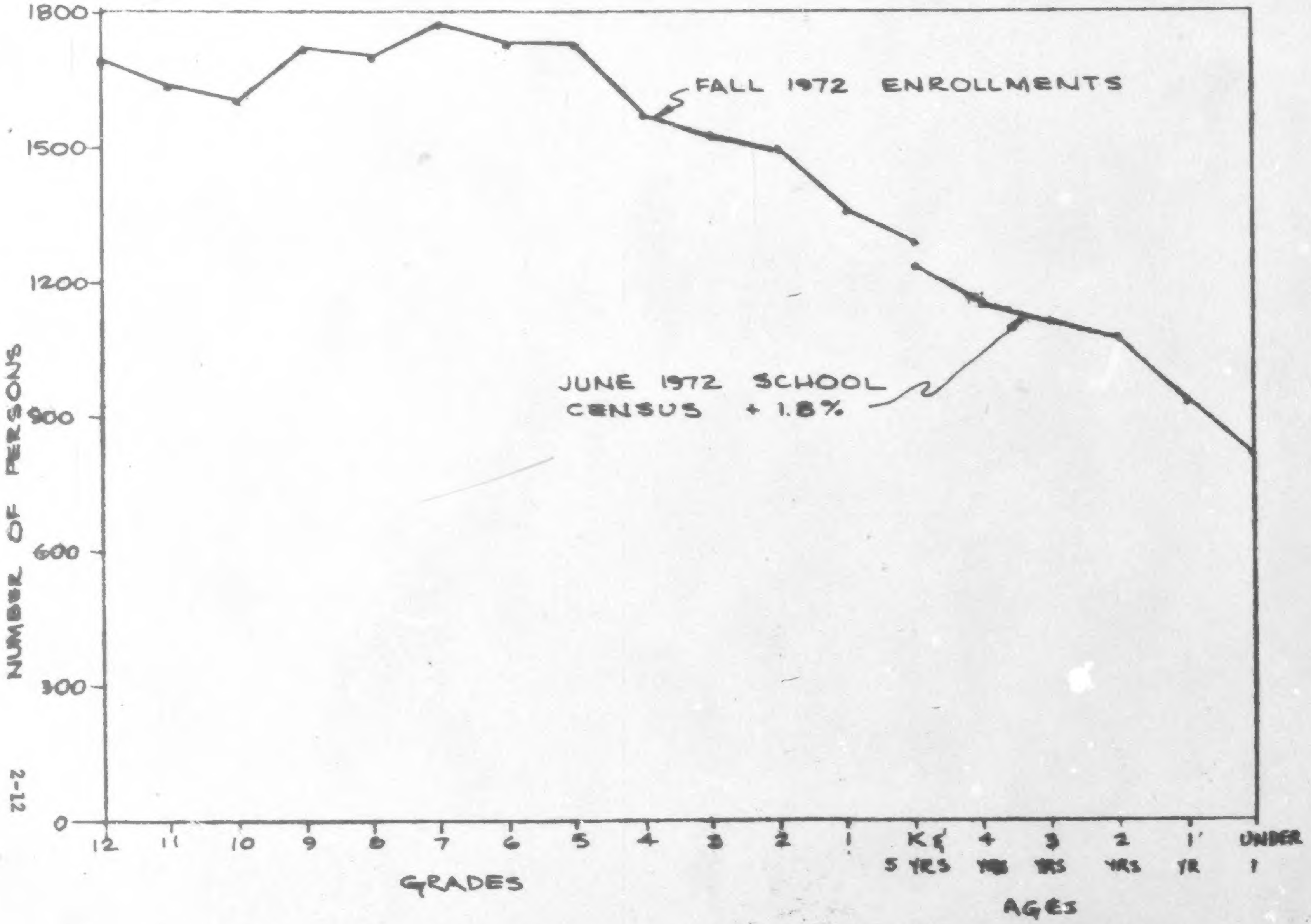


FIGURE F

AREA 4

ENROLLMENTS GRADE 12 TO KINDERGARTEN, FALL 1972
PLUS SCHOOL CENSUS DATA, JUNE 1972

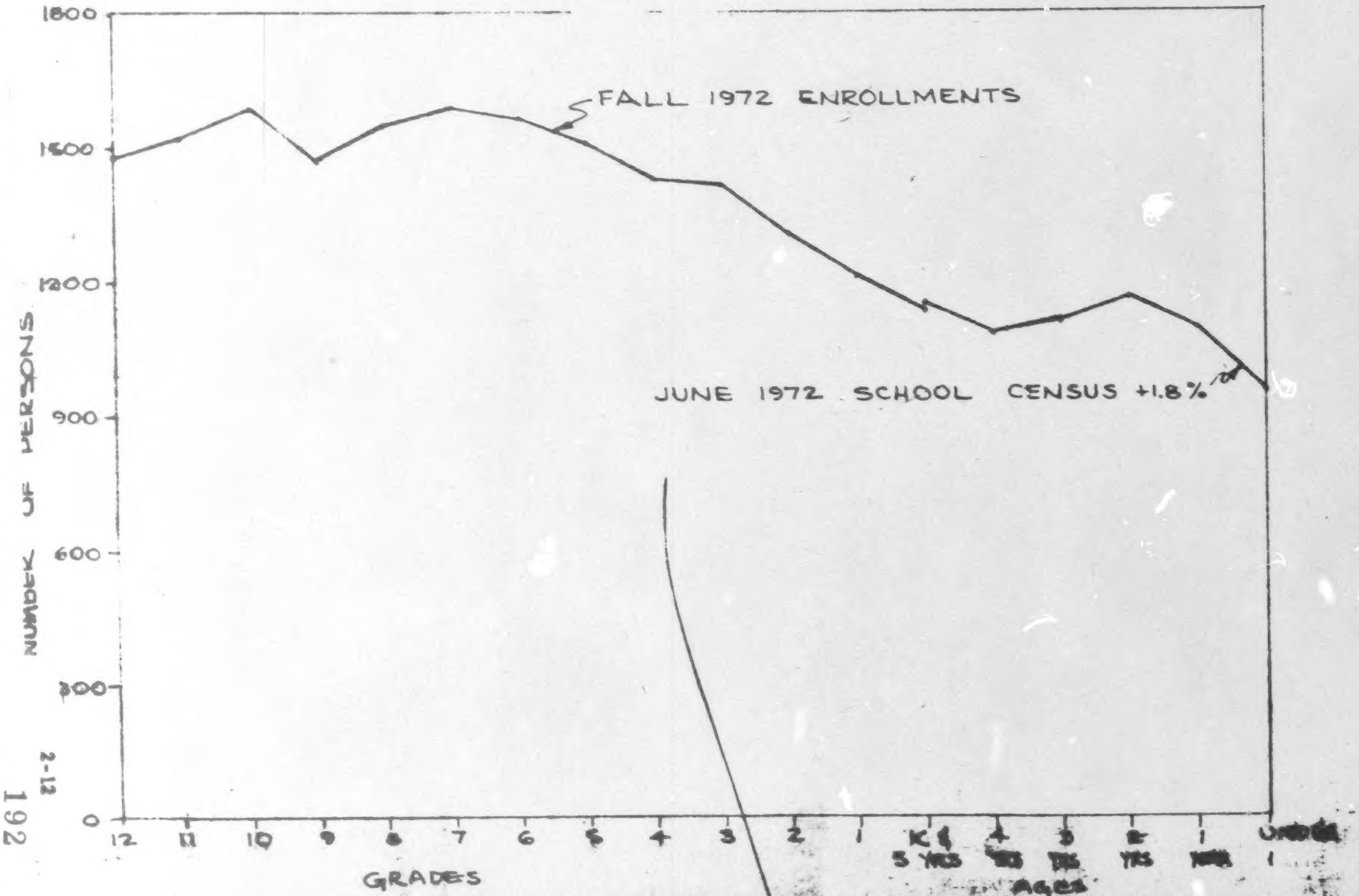


FIGURE F
AREA 5
ENROLLMENTS GRADE 12 TO KINDERGARTEN, FALL 1972
PLUS SCHOOL CENSUS DATA, JUNE 1972

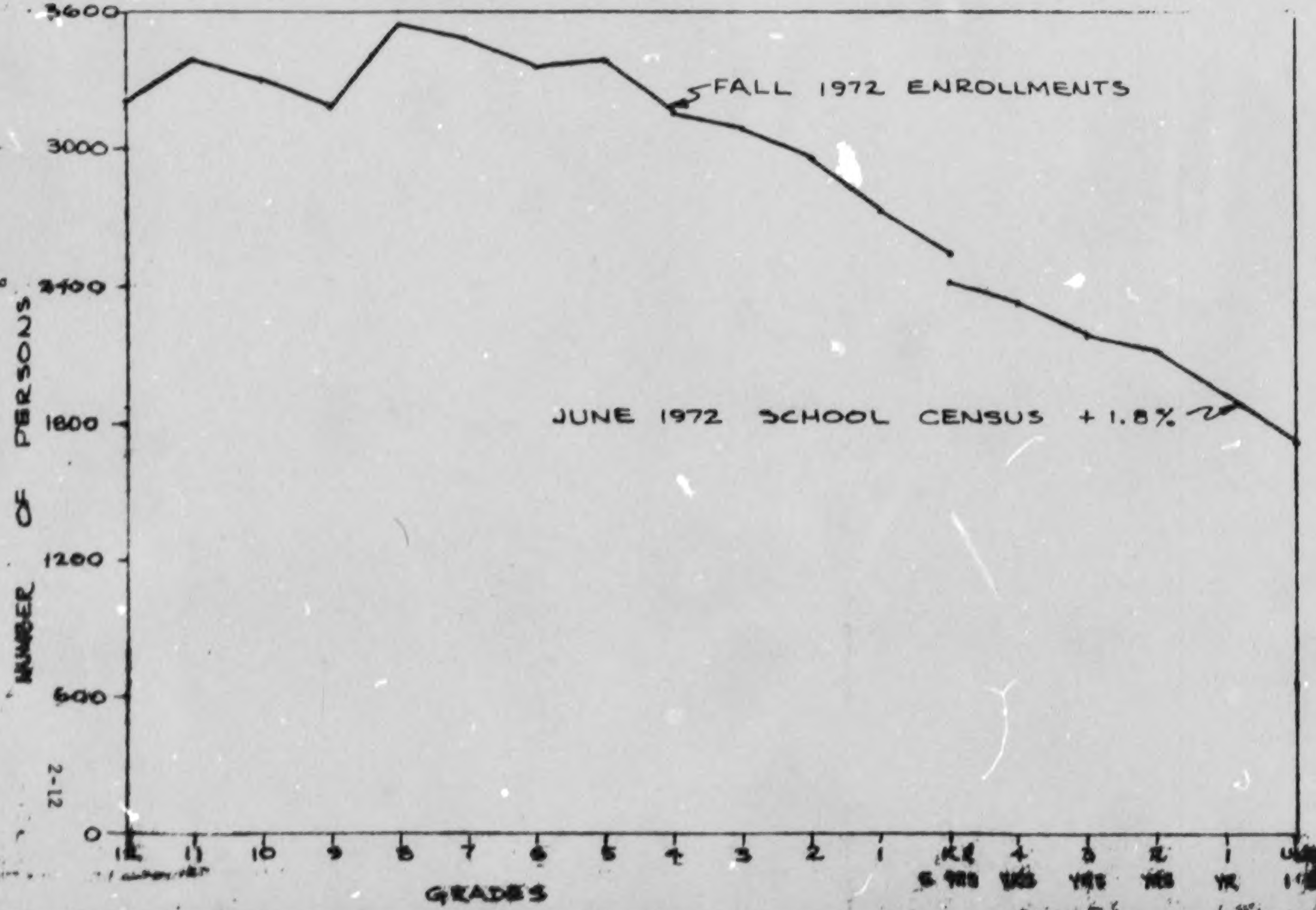
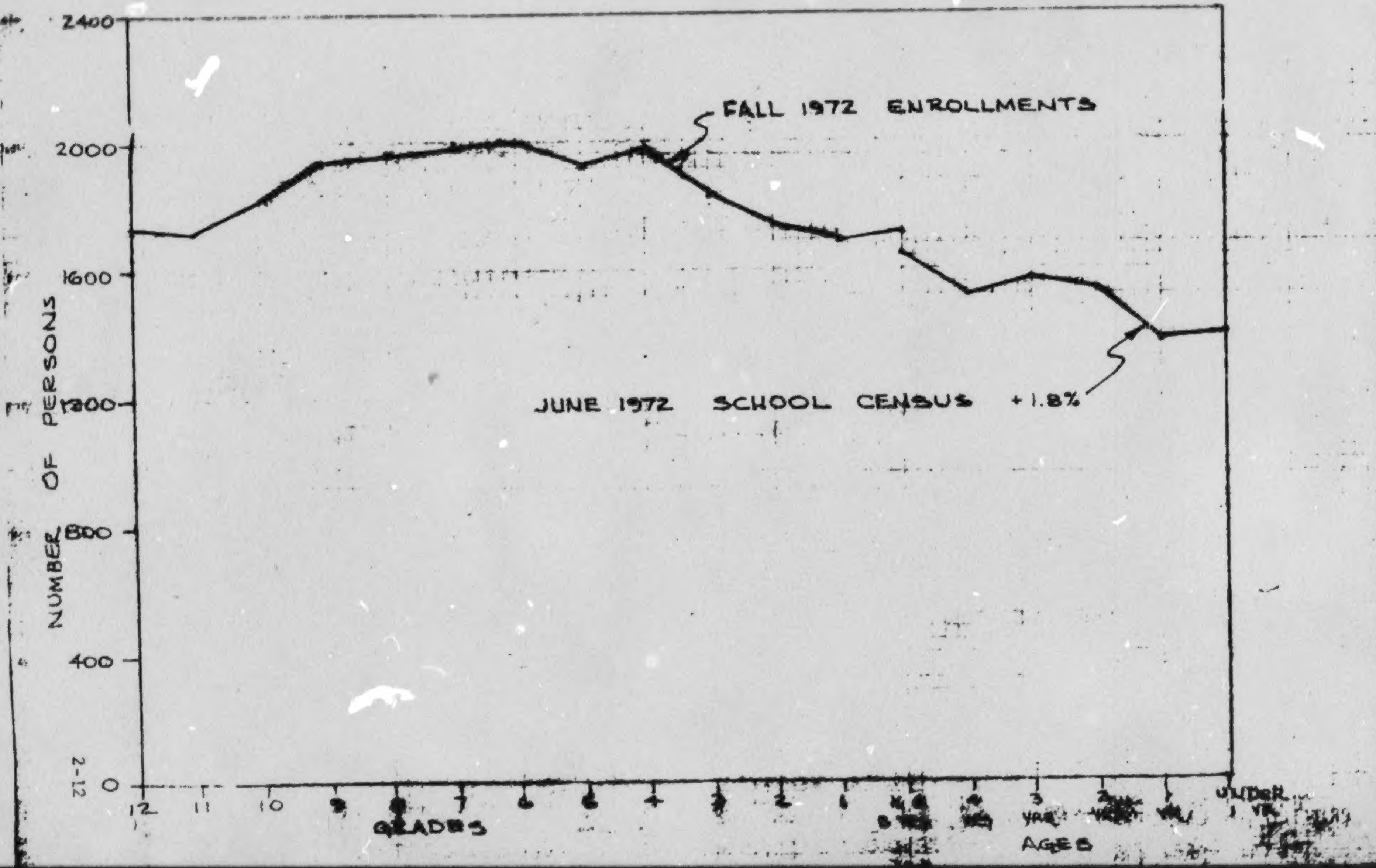


FIGURE F
AREA G
ENROLLMENTS GRADE 12 TO KINDERGARTEN, FALL 1972
PLUS SCHOOL CENSUS DATA, JUNE 1972



2-12

FIGURE F

AREA 7

ENROLLMENTS GRADE 12 TO KINDERGARTEN, FALL 1972
PLUS SCHOOL CENSUS DATA, JUNE 1972

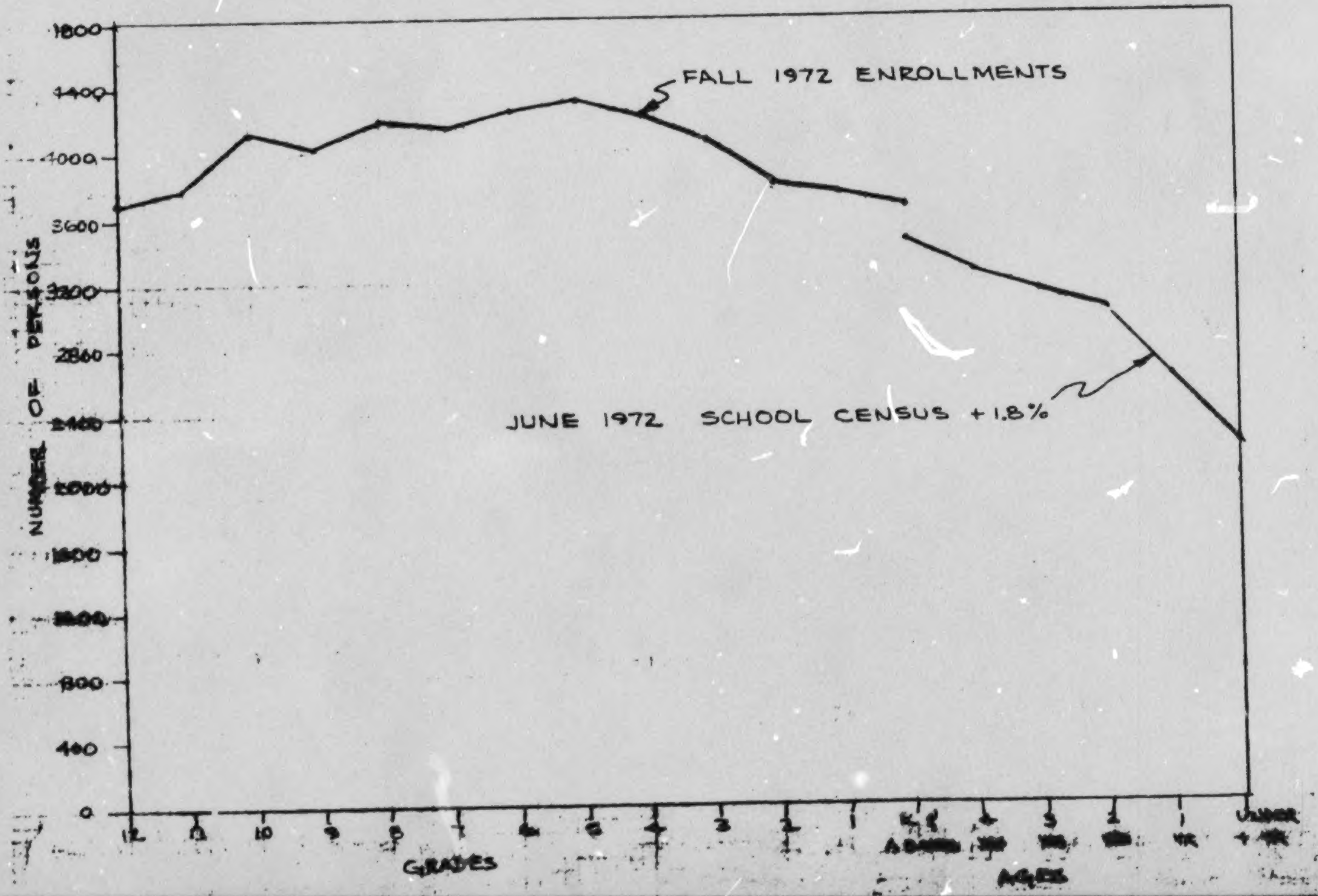


FIGURE F

AREA 9

ENROLLMENTS GRADE 12 TO KINDERGARTEN, FALL 1972
PLUS SCHOOL CENSUS DATA, JUNE 1972

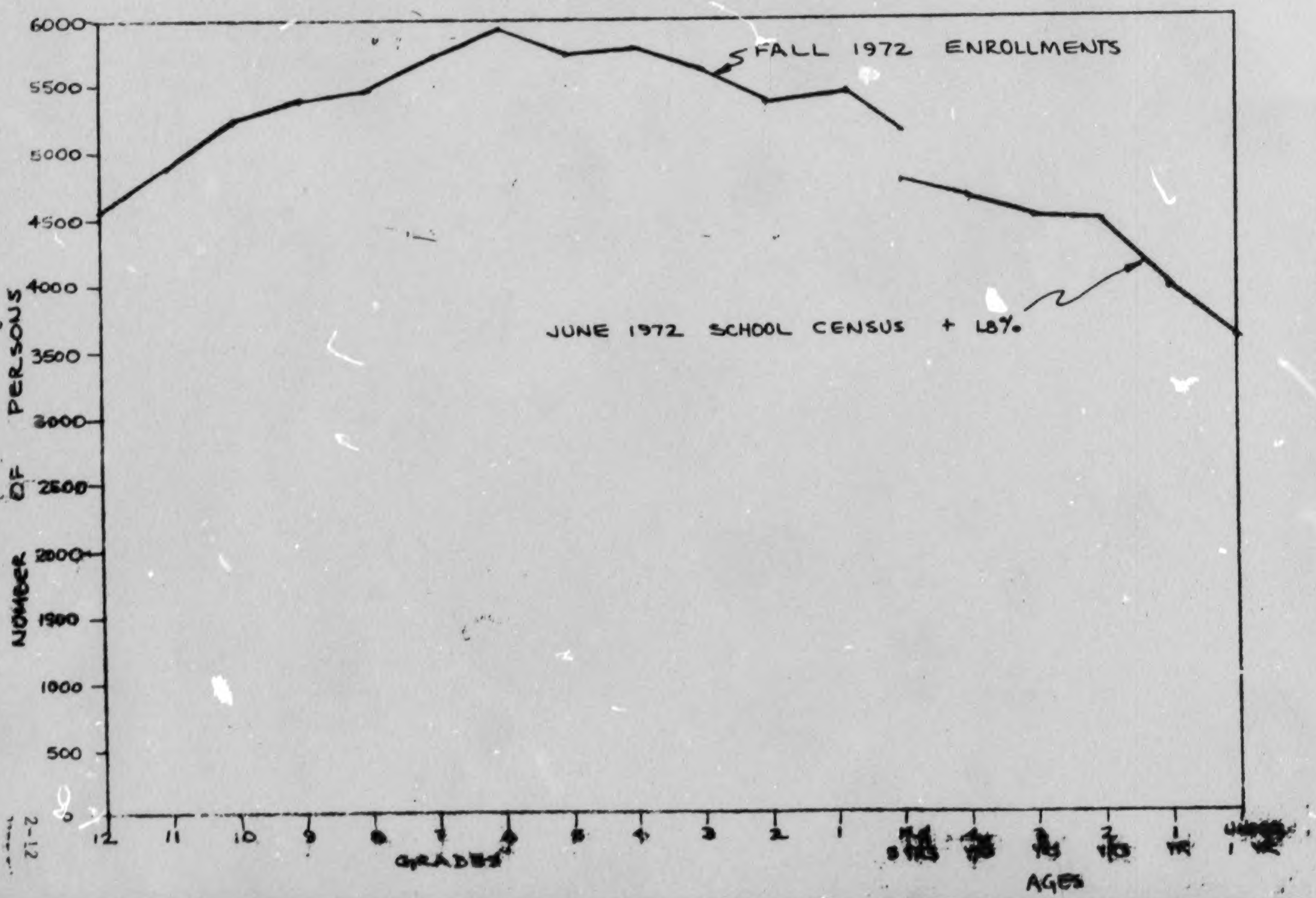


FIGURE F
AREA 10
ENROLLMENTS 12TH GRADE TO KINDERGARTEN PLUS SCHOOL CENSUS DATA

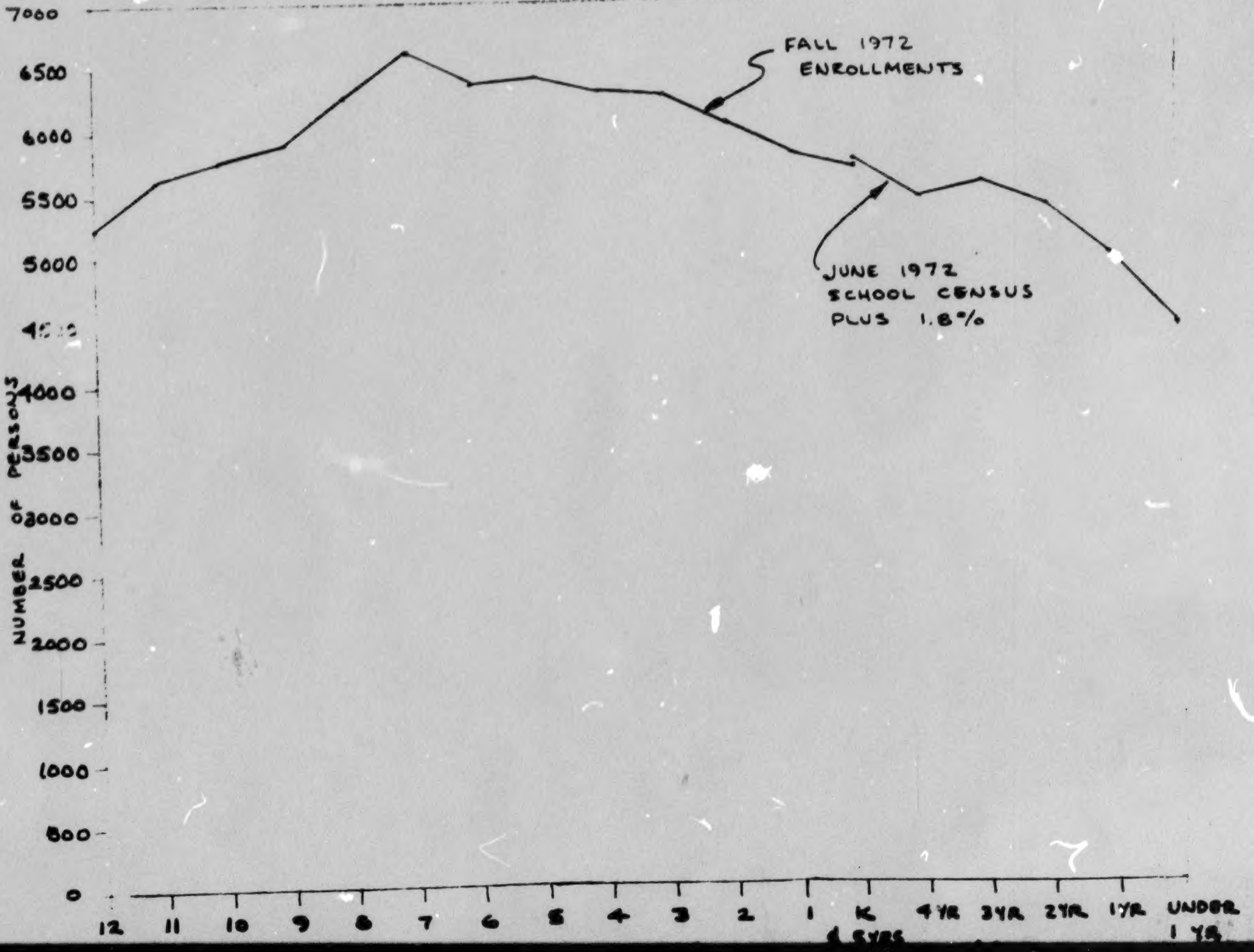


FIGURE F

AREA II
ENROLLMENTS GRADE 12 TO KINDERGARTEN, FALL 1972
PLUS SCHOOL CENSUS DATA, JUNE 1972

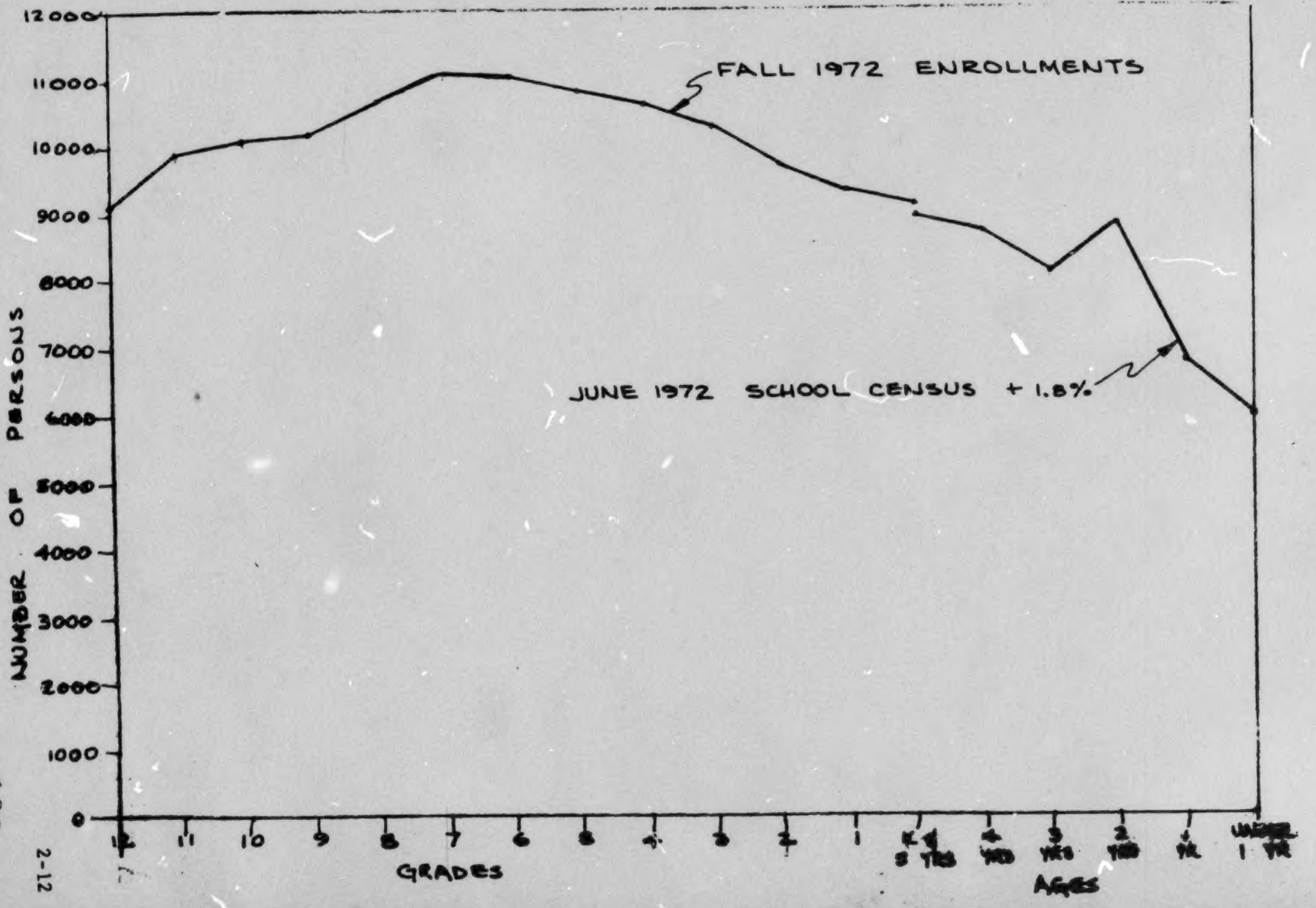


FIGURE F

AREA 12

ENROLLMENTS GRADE 12 TO KINDERGARTEN, FALL 1972 PLUS SCHOOL CENSUS DATA, JUNE 1972

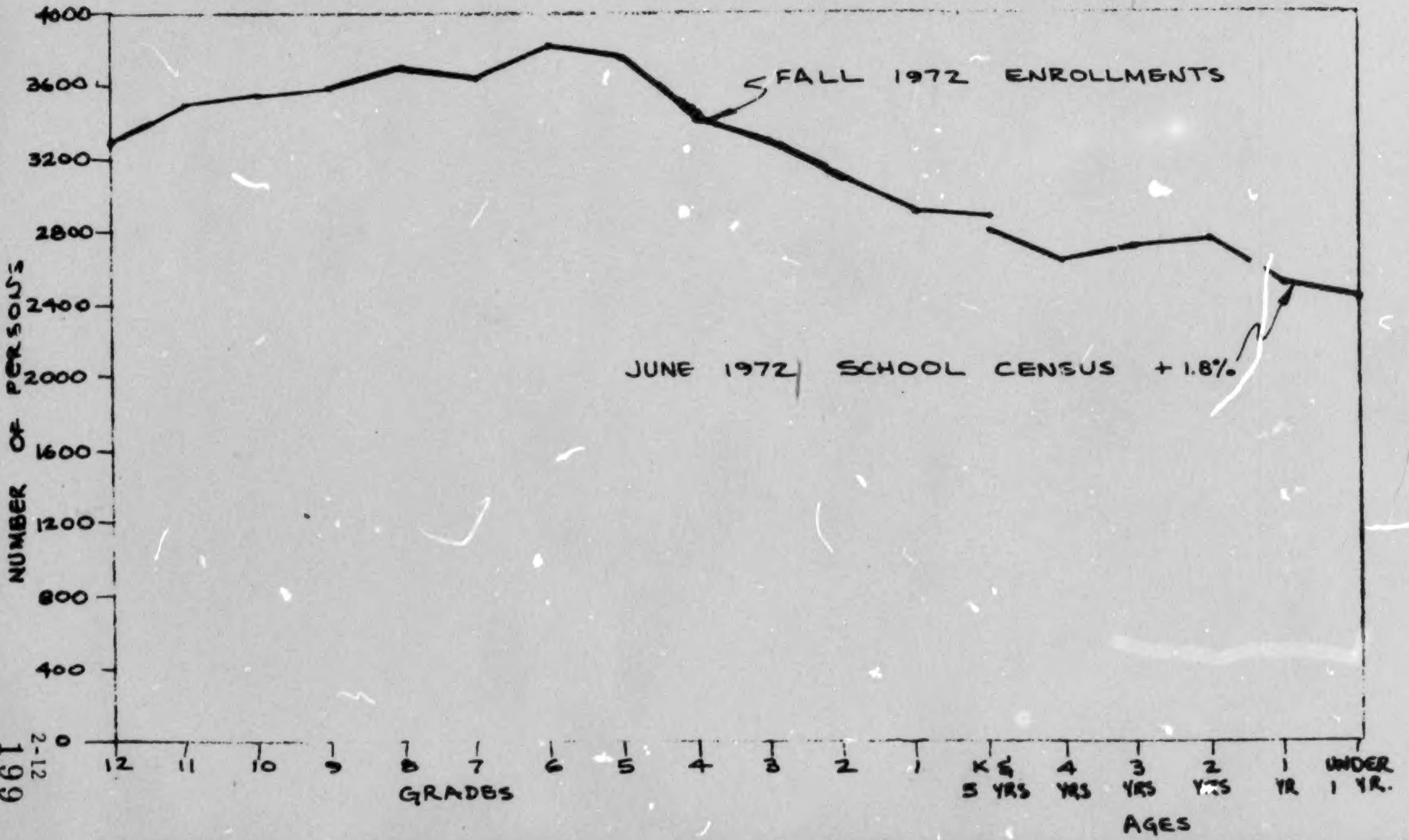


FIGURE F

AREA 13

ENROLLMENTS GRADE 12 TO KINDERGARTEN, FALL 1972 PLUS SCHOOL CENSUS DATA, JUNE 1972

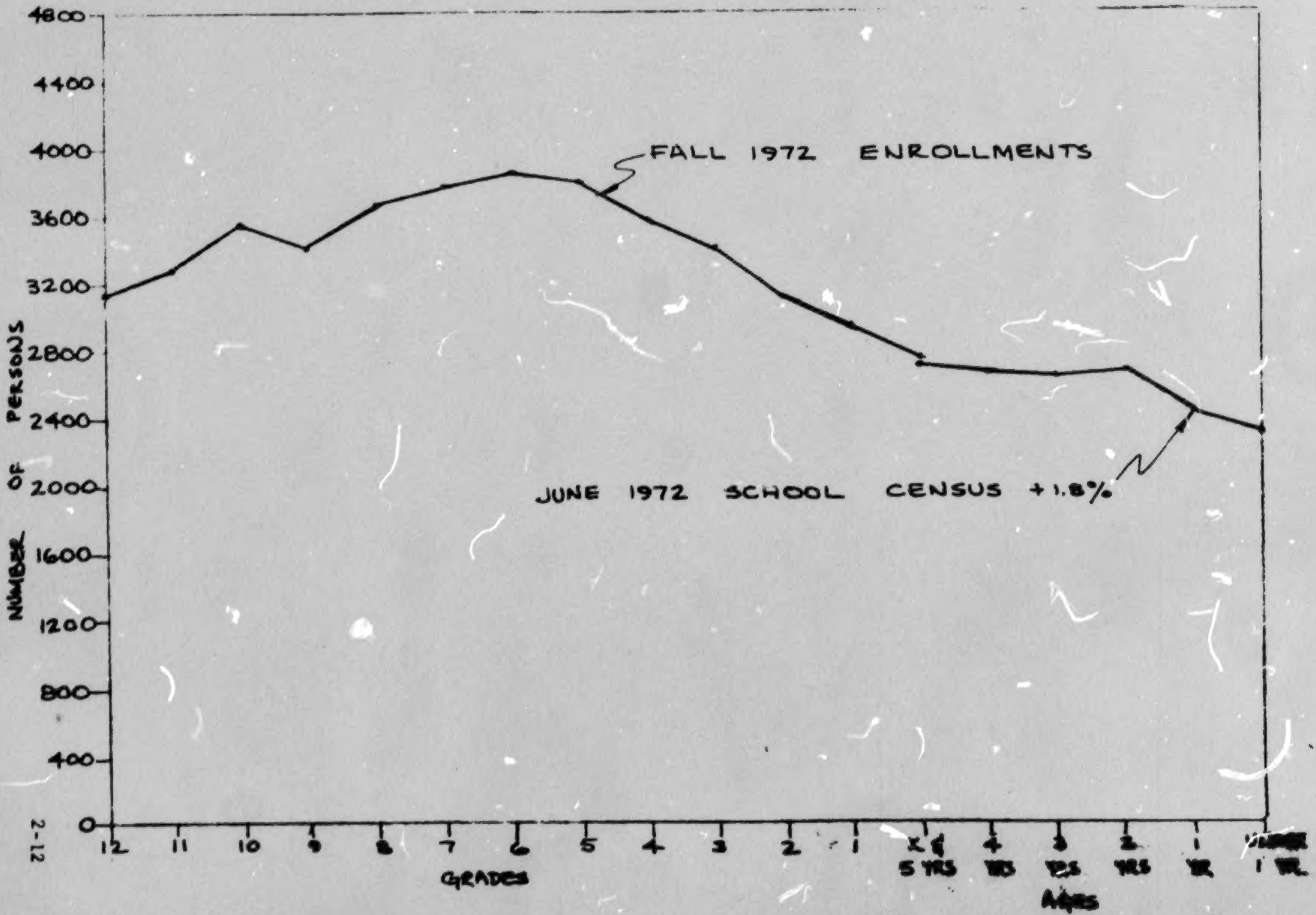


FIGURE
AREA 14

ENROLLMENTS GRADE 12 TO KINDERGARTEN, FALL 1972
PLUS SCHOOL CENSUS DATA, JUNE 1972

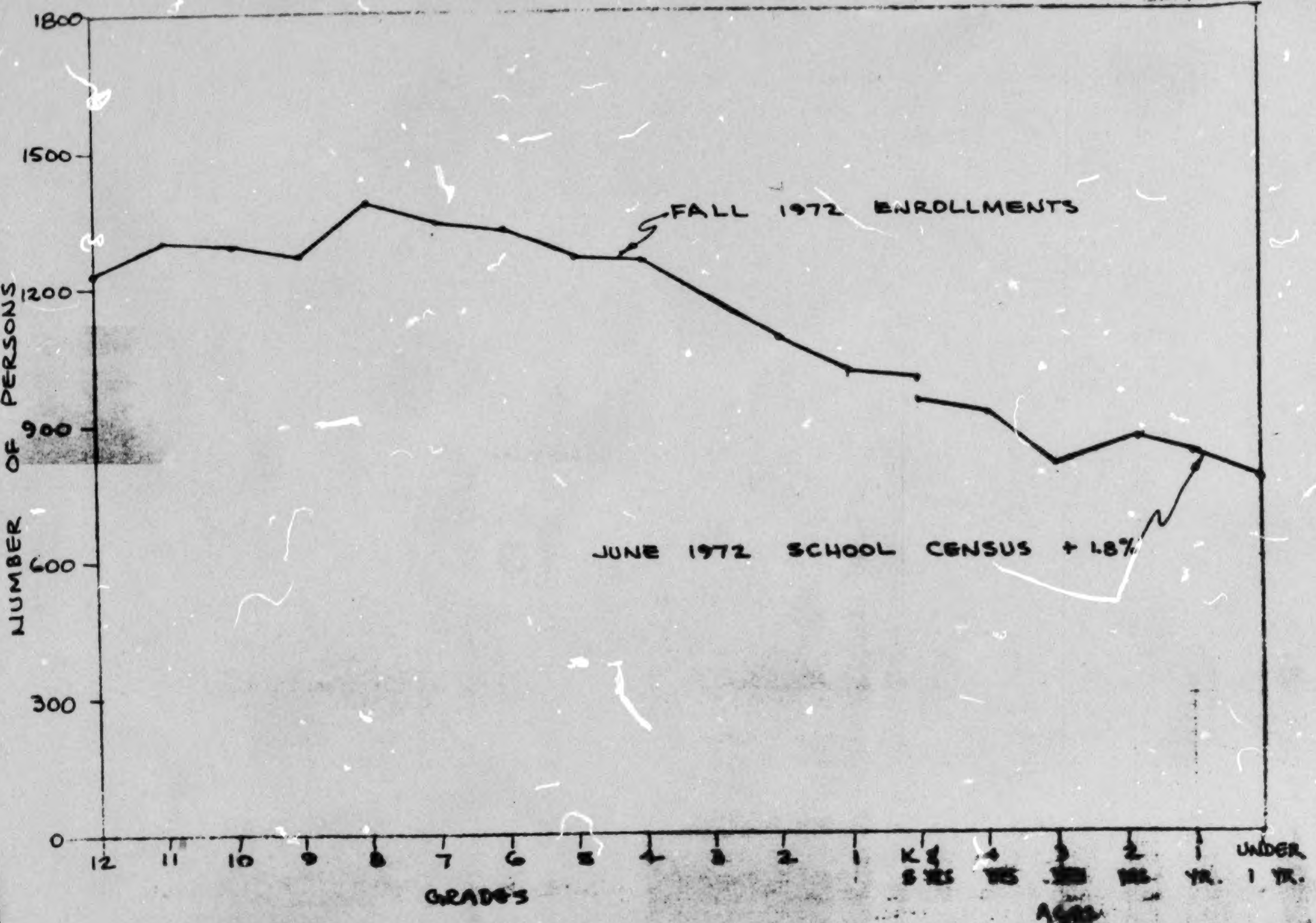
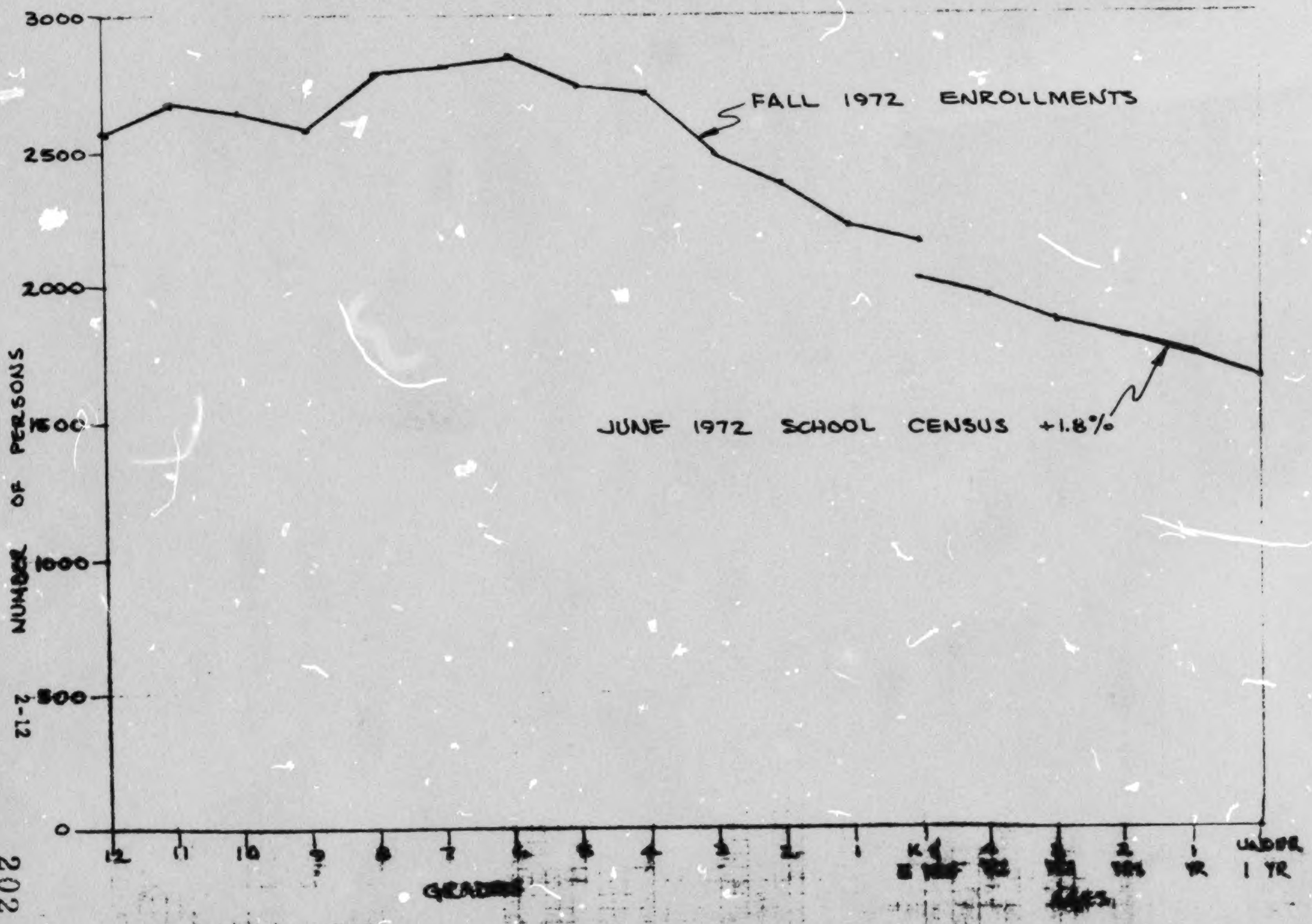


FIGURE F

AREA 15

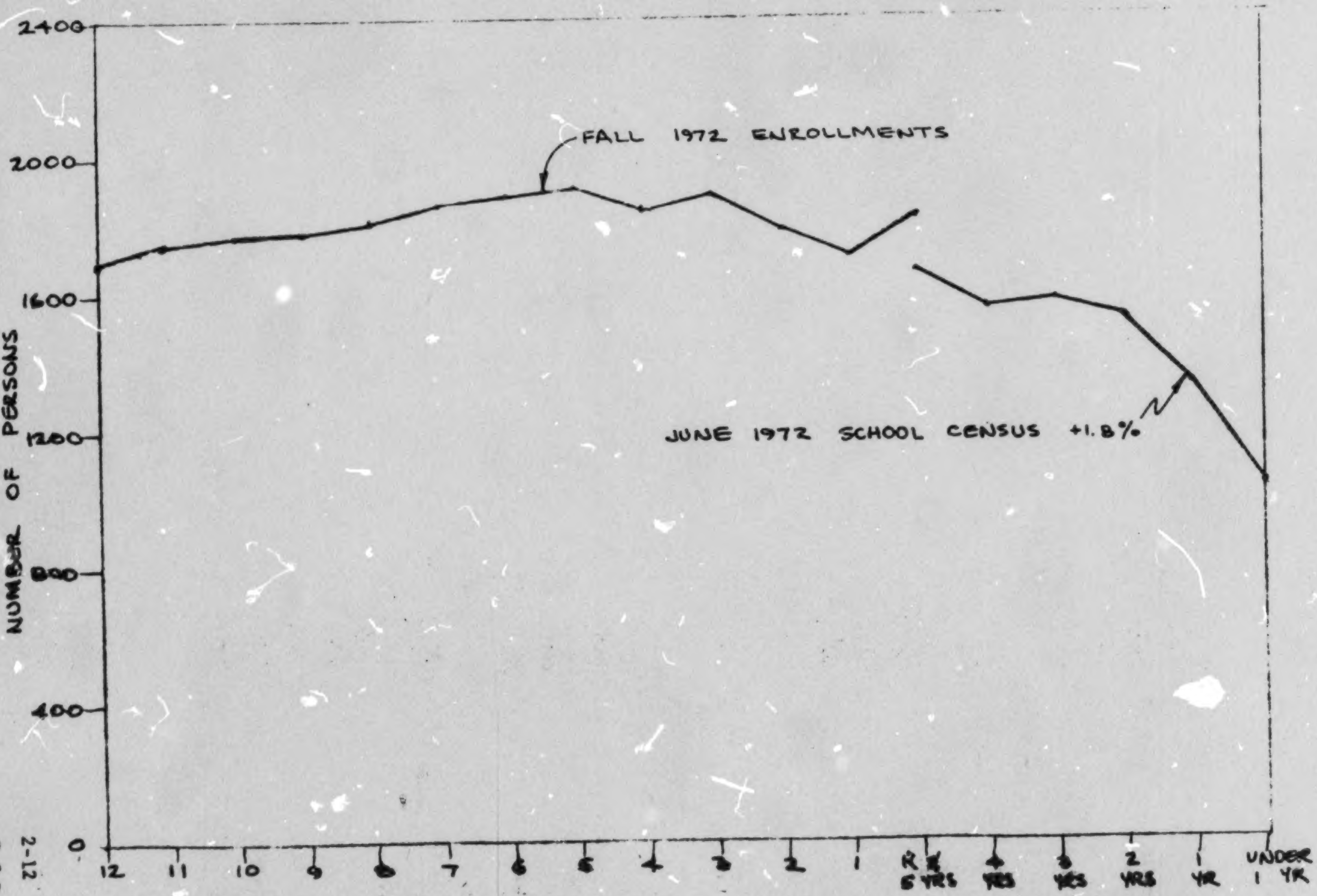
ENROLLMENTS GRADE 12 TO KINDERGARTEN, FALL 1972 PLUS SCHOOL CENSUS DATA, JUNE 1972



FIGU

AREA 16

ENROLLMENTS GRADE 12 TO KINDERGARTEN, FALL 1972
PLUS SCHOOL CENSUS DATA, JUNE 1972



enrollment."[7] This 1.8 percent increase has been applied to the area total enrollment in Figure F.

The trend downward in enrollment becomes immediately apparent in Figure F. In 1972 the Area I peak was in grade eight, with 5412 students. There were 2722 children under one year of age, only slightly more than half the number of eighth graders. This number is projected to 2771 kindergarten pupils when that group enrolls in school. The effect of this phenomenon should be obvious to the decision-makers of Area I. Unless there is a substantial immigration of young people in the next few years, there will be fewer students each year who will graduate from Area I high schools. If the 14.3% drop-out rate common to Area I is applied to the 2771 projected kindergartners, a graduating class of only 2375 would be expected.

B. Follow-Up of High School Graduates

Every year, for the past several years, the Guidance Services Section of the Iowa State Department of Public Instruction gathers, by way of a follow-up study, information on what happens to high school seniors following graduation. Each school district submits, as a part of its Secretary's Annual Report, a summary of the location of its graduates from the previous school year. The 1971 graduates, for instance, were located as of June 1, 1972, and reported in July, 1972.

Tables III through VI present pertinent summaries of these data.

Table III gives state-wide and county-wide follow-up information for the 1971 graduates in Area I, regarding enrollment in one of five alternative types of higher education. These alternatives include:

1) Private four-year school (both in and out-of-state)

2) Public four-year school (regent's type institution)

3) Public two-year school (area school)

4) Private two-year school (private junior college)

5) Proprietary trade, tech or related school

As one can see, Area I students were slightly more likely than Iowa students, in general, to have enrolled in a private four-year college, but less likely to have chosen a public four- or two-year school. Area I students were not unlike Iowa students in general concerning the choice of a private junior college or proprietary school. Approximately 43% of Area I's 1971 high school graduates chose one of the five alternatives, while similar decisions were made by approximately 51% of Iowa students as a whole.

Differences among counties regarding college-going tendencies are apparent in Table III. Howard and Winneshiek county students were much more likely to choose an area school than were students from Dubuque and Clayton counties. Students from Clayton county, on the other hand were more likely on an average by +1.8 percent at the time of kindergarten enrollment."[7] A 1.8 percent increase has been applied to the area total enrollment in Figure F.

The trend downward in enrollment becomes immediately apparent in Figure F. In 1972 the Area II peak was in grade eight, with 2758 students. There were 1531 children under one year of age, 1681 two year olds, 1855 three year olds, etc. The number of one year olds is projected to 1651 kindergarten pupils when that group enrolls in school. The effect of this phenomenon should be obvious to the decision-makers of Area II. Unless there is a substantial immigration of young people in the next few years, there will be fewer students each year who will graduate from Area II high schools. If the 11.7% drop-out rate common to Area II is applied to the 1651 projected kindergartners, a graduating class of only 1458 would be expected in 1989.

B. Follow-Up of High School Graduates

Every year, for the past several years, the Guidance Services Section of the Iowa State Department of Public Instruction gathers, by way of a follow-up study, information on what happens to high school senior following graduation. Each school district submits, as a part of its Secretary's Annual Report, a summary of the location of its graduates from the previous school year. The 1971 graduates, for instance, were located as of June 1, 1972, and reported in July, 1972.

Tables III through VI present pertinent summaries of these data.

Table III gives state-wide and county-wide follow-up information for the 1971 graduates in Area II, regarding enrollment in one of five alternative types of higher education. These alternatives include:

1) Private four-year school (both in and out of state)

2) Public four-year school (regent's type institution)

3) Public two-year school (area school)

4) Private two-year school (private junior college)

5) Proprietary trade, tech or related school

As one can see, Area II students were slightly less likely than Iowa students, in general, to have enrolled in a private or public four-year college, but much more likely to have chosen a two-year school. Area II students were not unlike Iowa students in general concerning the choice of a private junior college or proprietary school. Approximately 55.2% of Area II's 1971 high school graduates chose one of the five alternatives, while similar decisions were made by approximately 51% of Iowa students as a whole.

Differences among counties regarding college-going tendencies are apparent in Table III. Cerro Gordo and Hancock county students were much more likely to choose an area school than were students from Mitchell and Winnebago counties. Students from Mitchell county, on the other hand, were more likely to choose a proprietary school than graduates from Winnebago or Cerro Gordo counties. Hancock county students were the most likely, in enrollment."[7] This 1.8 percent increase has been applied to the area total enrollment in Figure F.

The trend downward in enrollment becomes immediately apparent in Figure F. In 1972 the Area III peak was in grade seven, with 1,785 students. There were 821 children under one year of age, in June, 1972 in Area III. This number is projected to 806 kindergarten pupils when that group enrolls in school. The effect of this phenomenon should be obvious to the decision-makers of Area III. Unless there is a substantial immigration of young people in the next few years, there will be fewer students each year who will graduate from Area III high schools. If the 8.6% drop-out rate common to Area III is applied to the 806, a graduating class of only 737 would be expected.

B. Follow-Up of High School Graduates

Every year, for the past several years, the Guidance Services Section of the Iowa State Department of Public Instruction gathers, by way of a follow-up study, information on what happens to high school seniors following graduation. Each school district submits, as a part of its Secretary's Annual Report, a summary of the location of its graduates from the previous school year. The 1971 graduates, for instance, were located as of June 1, 1972, and reported in July, 1972.

Tables III through VI present pertinent summaries of these data.

Table III gives state-wide and county-wide follow-up information for the 1971 graduates in Area III, regarding enrollment in one of five alternative types of higher education. These alternative include:

1) Private four-year school (both in and out of state)
2) Public four-year school (regent's type institution)
3) Public two-year school (area school)
4) Private two-year school (private junior college)
5) Proprietary trade, tech or related school

As one can see, Area III students were slightly less likely than Iowa students, in general, to have enrolled in a private four-year college, and about as likely to have chosen a public four-year school. However, Area III students were much more likely to go to a public 2 year school than were other Iowa students. Area III students were not unlike Iowa students in general concerning the choice of a proprietary school. Approximately 57.2% of Area III's 1971 high school graduates chose one of the five alternatives, while similar decisions were made by approximately 51% of Iowa students as a whole.

Differences among counties regarding college-going tendencies are apparent on Table III. Emmet and Palo Alto County students were much more likely to choose an area school than were students from Clay, Koossuth, or Dickinson counties. Students from Kossuth and Palo Alto counties, on the other hand, were more likely to choose a proprietary school than graduates from Emmet County.

The trend downward in enrollment becomes immediately apparent in Figure F. In 1972 the Area IV peak was in grade seventh with 1597 students. There were 924 children under one year of age, 42.1% less than the peak. This number is projected to 907 kindergarten pupils when that group enrolls in school. The effect of this phenomenon should be obvious to the decision-makers of Area IV. Unless there is a substantial immigration of young people in the next few years, there will be fewer students each year who will graduate from Area IV high schools. If the 8.1% drop-out rate common to Area IV is applied to the 907, a graduating class of only 834 would be expected.

B. Follow-Up of High School Graduates

Every year, for the past several years, the Guidance Services Section of the Iowa State Department of Public Instruction gathers, by way of a follow-up study, information on what happens to high school seniors following graduation. Each school district submits, as a part of its Secretary's Annual Report, a summary of the location of its graduates from the previous school year. The 1971 graduates, for instance, were located as of June 1, 1972, and reported in July, 1972.

Tables III through VI present pertinent summaries of these data.

Table III gives state-wide and county-wide follow-up information for the 1971 graduates in Area IV regarding enrollment in one of five alternative types of higher education. These alternatives include:

1) Private four-year school (both in and out of state)
2) Public four-year school (regent's type institution)
3) Public two-year school (area school)
4) Private two-year school (private junior college)
5) Proprietary trade, tech or related school

As one can see, Area IV students were more likely than Iowa students, in general, to have enrolled in a private four-year college, about as likely to have chosen a public two-year school. They were somewhat less likely to choose a public four-year school, probably because of distance. Area IV students were not unlike Iowa students in general concerning the choice of a private junior college or proprietary school. Approximately 55.6% of Area IV's 1971 high school graduates chose one of the five alternatives, while similar decisions were made by approximately 51% of Iowa students as a whole.

Differences among counties regarding college-going tendencies are apparent on Table III. O'Brien County students were much more likely to choose an area school than were students from Cherokee County. Students from Sioux County, on the other hand were more likely to choose a public four-year college than graduates from other counties. O'Brien and

on an average by +1.8 percent at the time of kindergarten enrollment."[7] This 1.8 percent increase has been applied to the area total enrollment in Figure F.

The trend downward in enrollment becomes immediately apparent in Figure F. In 1972 the Area V peak was in grade eight with 3586 students. There were 1727 children under one year of age, a decrease of 1859 from the peak. This number is projected to 1696 kindergarten pupils when that group enrolls in school. The effect of this phenomenon should be obvious to the decision-makers of Area V. Unless there is a substantial immigration of young people in the next few years, there will be fewer students each year who will graduate from Area V high schools. If the 8.1% dropout rate common to Area V is applied to the 1727, a graduating class of only 1559 would be expected.

B. Follow-Up of High School Graduates

Every year, for the past several years, the Guidance Services Section of the Iowa State Department of Public Instruction gathers, by way of a follow-up study, information on what happens to high school seniors following graduation. Each school district submits, as a part of its Secretary's Annual Report, a summary of the location of its graduates from the previous school year. The 1971 graduates, for instance, were located as of June 1, 1972, and reported in July, 1972.

Tables III through VI present pertinent summaries of these data.

Table III gives state-wide and county-wide follow-up information for the 1971 graduates in Area V, regarding enrollment in one of five alternative types of higher education. These alternatives include:

1) Private four-year school (both in and out-of-state)
2) Public four-year school (regent's type institution)
3) Public two-year school (area school)
4) Private two-year school (private junior college)
5) Proprietary trade, tech or related school

As one can see, Area V students were slightly less likely than Iowa students, in general, to have enrolled in a private or public four-year college, but more likely to have chosen a public two-year school or proprietary school. Area V students were not unlike Iowa students in general concerning the choice of a private junior college. Approximately 58.1% of Area V's 1971 high school graduates chose one of the five alternatives, while similar decisions were made by approximately 51% of Iowa students as a whole.

Differences among counties regarding college-going tendencies are apparent on Table III. Webster, Wright, Hamilton, and Humboldt County students were much more likely to choose an area school than were students from the other counties. Students from Sac County were most likely to choose a proprietary school than graduates from other counties.

area total enrollment in Figure F.

The trend downward in enrollment becomes immediately apparent in Figure F. In 1972 the Area VI peak was in grade six, with 1992 students. There were 1372 children under one year of age, in Area VI in June, 1972. This number is projected only to 1397 as kindergarten pupils when that group enrolls in school. The effect of this phenomenon should be obvious to the decision-makers of Area VI. Unless there is a substantial immigration of young people in the next few years, there will be fewer students each year who will graduate from Area VI high schools. If the 10.6% drop-out rate common to Area VI is applied to the 1397, a graduating class of only 1249 would be expected.

B. Follow-Up of High School Graduates

Every year, for the past several years, the Guidance Services Section of the Iowa State Department of Public Instruction gathers, by way of a follow-up study, information on what happens to high school seniors following graduation. Each school district submits, as a part of its Secretary's Annual Report, a summary of the location of its graduates from the previous school year. The 1971 graduates, for instance, were located as of June 1, 1972, and reported in July, 1972.

Tables III through VI present pertinent summaries of these data.

Table III gives state-wide and county-wide follow-up information for the 1971 graduates in Area VI, regarding enrollment in one of five alternative types of higher education. These alternatives include:

1) Private four-year school (both in and out of state)
2) Public four-year school (regent's type institution)
3) Public two-year school (area school)
4) Private two-year school (private junior college)
5) Proprietary trade, tech or related school

As one can see, Area VI students were about as likely as Iowa students, in general, to have enrolled in a private four-year college, less likely to have chosen a public four year school, and more likely to select a public two-year school. Area VI students were not unlike Iowa students in general concerning the choice of a proprietary school, but not as commonly choose a private junior college. Approximately 55.4% of Area VI's 1971 high school graduates chose one of the five alternatives, while similar decisions were made by approximately 51% of Iowa students as a whole.

Differences among counties regarding college-going tendencies are apparent on Table III. Hardin and Marshall County students were much more likely to choose an area school than were students from Poweshiek County. Students from Hardin County, on the other hand were more likely to choose a proprietary school than graduates from Poweshiek County. Grundy County students were most likely to go to a public 4 year, and Poweshiek County graduates were more likely to choose a private 4 year school.

on an average by +1.8 percent at the time of kindergarten enrollment."[7] This 1.8 percent increase has been applied to the area total enrollment in Figure F.

The trend downward in enrollment becomes immediately apparent in Figure F. In 1972 the Area VII peak was in grade 5 with 4,377 students. There were 2,227 children under one year of age, 2,540 one year olds, 3,040 two year olds ..etc..to 3,380 five year olds. This number is projected to 3,319 kindergarten pupils when that group enrolls in school. The effect of this phenomenon should be obvious to the decision-makers of Area VII, unless there is a substantial immigration of young people in the next few years, there will be fewer students each year who will graduate from Area VII high schools. If the 1.8% mentioned above and the 14.7% drop-out rate common to Area VII is applied to the 2,227, a graduating class of only 1,866 would be expected in 1990. That compares with over 3,600 in 1973.

B. Follow-Up of High School Graduates

Every year, for the past several years, the Guidance Services Section of the Iowa State Department of Public Instruction gathers, by way of a follow-up study, information on what happens to high school seniors following graduation. Each school district submits, as a part of its Secretary's Annual Report, a summary of the location of its graduates from the previous school year. The 1971 graduates, for instance, were located as of June 1, 1972, and reported in July, 1972.

Tables III through VI present pertinent summaries of these data.

Table III gives state-wide and county-wide follow-up information for the 1971 graduates in Area VII regarding enrollment in one of five alternative types of higher education. These alternatives include:

1) Private four-year school (both in and out of state)
2) Public four-year school (regent's type institution)
3) Public two-year school (area school)
4) Private two-year school (private junior college)
5) Proprietary trade, tech or related school

As one can see, Area VII students were about as likely as Iowa students, in general, to have enrolled in a private four-year college, more likely to have chosen a public four-year school, and less likely to choose a public 2 year school. Area VII students were not unlike other Iowa students concerning choice of a private junior college or proprietary school. Approximately 51% of Area VII's 1971 high school graduates chose one of the five alternatives exactly the same percentages as Iowa students as a whole.

Differences among counties regarding college-going tendencies are apparent on Table III. Blackhawk and Grundy County students were most likely to choose a public 4 year school, greater proportions of Tama and Buchanan County students went to a public 2 year school while Buchanan county graduates were least likely to go to a proprietary school.

on an average by +1.8 percent at the time of kindergarten enrollment."[7] This 1.8 percent increase has been applied to the area total enrollment in Figure F.

The trend downward in enrollment becomes immediately apparent in Figure F. In 1972 the Area IX peak was in grade six, with 5,929 students. There were 3,512 children under one year of age in the Summer of 1972, or 40.8% fewer than the peak. This number is projected to 3,449 kindergarten pupils when that group enrolls in school. The effect of this phenomenon should be obvious to the decision-makers of Area IX. Unless there is a substantial immigration of young people in the next few years, there will be fewer students each year who will graduate from Area IX high schools. If the 17.9% drop-out rate common to Area IX is applied to the 3,449, a graduating class of only 2,832 would be expected.

B. Follow-Up of High School Graduates

Every year, for the past several years, the Guidance Services Section of the Iowa State Department of Public Instruction gathers, by way of a follow-up study, information on what happens to high school seniors following graduation. Each school district submits, as a part of its Secretary's Annual Report, a summary of the location of its graduates from the previous school year. The 1971 graduates, for instance, were located as of June 1, 1972, and reported in July, 1972.

Tables III through VI present pertinent summaries of these data.

Table III gives state-wide and county-wide follow-up information for the 1971 graduates in Area IX, regarding enrollment in one of five alternative types of higher education. These alternatives include:

1) Private four-year school (both in and out of state)
2) Public four-year school (regent's type institution)
3) Public two-year school (area school)
4) Private two0year school (private junior college)
5) Proprietary trade, tech or related school

As one can see, Area IX students were slightly more likely than Iowa students, in general, to have enrolled in a private four-year sollege, and less likely to have chosen a public four or two-year school. Area IX students were not unlike Iowa students in general concerning the choice of a private junior college or proprietary school. Approximately 47.3% of Area IX's 1971 high school graduates chose one of the five alternatives, while similar decisions were made by approximately 51% of Iowa students as a whole.

Differences among counties regarding college-going tendencies are apparent on Table III. It should be no surprise that Clinton and Muscatine County students were much more likely to choose an area school than were students from Scott County. Students from Louisa County, on the other hand were more likely to choose a proprietary school than graduates from Muscatine County. Scott County students were the most likely, in Area IX,

on an average by +1.8 percent at the time of kindergarten enrollment."[7] This 1.8 percent increase has been applied to the area total enrollment in Figure F.

The trend downward in enrollment becomes immediately apparent in Figure F. In 1972 the Area X peak was in grade seven, with 6618 students. There were 4330 children under one year of age in the summer of 1972. This number is projected to 4408 kindergarten pupils when that group enrolls in school. The effect of this phenomenon should be obvious to the decision-makers of Area X. Unless there is a substantial immigration of young people in the next few years, there will be fewer students each year who will graduate from Area X high schools. If the 14.2% dropout rate common to Area X is applied to the 4408 a graduating class of only 3782 would be expected.

B. Follow-Up of High School Graduates

Every year, for the past several years, the Guidance Services Section of the Iowa State Department of Public Instruction gathers, by way of a follow-up study, information on what happens to high school seniors following graduation. Each school district submits, as a part of its Secretary's Annual Report, a summary of the location of its graduates from the previous school year. The 1971 graduates, for instance, were located as of June 1, 1972, and reported in July, 1972.

Tables III through VI present pertinent summaries of these data.

Table III gives state-wide and county-wide follow-up information for the 1971 graduates in Area X regarding enrollment in one of five alternative types of higher education. These alternatives include:

1) Private four-year school (both in and out of state)
2) Public four-year school (regent's type institution)
3) Public two-year school (area school)
4) Private two-year school (private junior college)
5) Proprietary trade, tech or related school

As one can see, Area X students were slightly less likely than Iowa students, in general, to have enrolled in a private four-year college or public two-year school, but more likely to have chosen a public four-year school. Area X students were less likely than other Iowa students in general to choose a private junior college or proprietary school. Approximately 50.2% of Area X's 1971 high school graduates chose one of the five alternatives, while similar decisions were made by approximately 51% of Iowa students as a whole.

on an average by +1.8 percent at the time of kindergarten enrollment."[7] This 1.8 percent increase has been applied to the area total enrollment in Figure F.

The trend downward in enrollment becomes immediately apparent in Figure F. In 1972 the Area XI peak was in grade seven, with 11,117 students. There were 5789 children under one year of age, or only 52% of the peak. This number is projected to 5685 kindergarten pupils when that group enrolls in school. The effect of this phenomenon should be obvious to the decision-maker of Area XI. Unless there is a substantial immigration of young people in the next few years, there will be fewer students each year who will graduate from Area XI high schools. If the 18.2% drop-out rate common to Area XI is applied to the 5685, a graduating class of only 4630 would be expected.

B. Follow-Up of High School Graduates

Every year, for the past several years, the Guidance Services Section of the Iowa State Department of Public Instruction gathers, by way of a follow-up study, information on what happens to high school seniors following graduation. Each school district submits, as a part of its Secretary's Annual Report, a summary of the location of its graduates from the previous school year. The 1971 graduates, for instance, were located as of June 1, 1972, and reported in July, 1972.

Tables III through VI present pertinent summaries of these data.

Table III gives state-wide and county-wide follow-up information for the 1971 graduates in Area XI, regarding enrollment in one of five alternative types of higher education. These alternatives include:

1) Private four-year school (both in and out of state)
2) Public four-year school (regent's type institution)
3) Public two-year school (area school)
4) Private two-year school (private junior college)
5) Proprietary trade, tech or related school

As one can see, Area XI students were about as likely as Iowa students, in general, to have enrolled in a private four-year college, slightly more likely to have chosen a public four or private two-year school, but less likely to select a public two-year school. Area XI students were not unlike Iowa students in general concerning the choice of a proprietary school. Approximately 51% of Area XI's 1971 high school graduates chose one of the five alternatives, the same percentage of Iowa students as a whole.

Differences among counties regarding college-going tendencies are apparent on Table III. Boone County students were much more likely to choose an area school than were students from the other counties. Students from Carroll county, on the other hand were more likely to choose a proprietary school than graduates from Story County.

on an average by +1.8 percent at the time of kindergarten enrollment."[7] This 1.8 percent increase has been applied to the area total enrollment in Figure F.

The trend downward in enrollment becomes immediately apparent in Figure F. In 1972 the Area XII peak was in grade six with 3867 students. There were 2380 children under one year of age, in the area in June of 1972, for a decrease of 38.5%. This number is projected to 2337 kindergarten pupils when that group enrolls in school. The effect of this phenomenon should be obvious to the decision-makers of Area XII. Unless there is a substantial immigration of young people in the next few years, there will be fewer students each year who will graduate from Area XII high schools. If the 15.5% drop-out rate common to Area XII is applied to the 2337 projected kindergartners a graduating class of only 1975 would be expected.

B. Follow-Up of High School Graduates

Every year, for the past several years, the Guidance Services Section of the Iowa State Department of Public Instruction gathers, by way of a follow-up study, information on what happens to high school seniors following graduation. Each school district submits, as a part of its Secretary's Annual Report, a summary of the location of its graduates from the previous school years. The 1971 graduates, for instance, were located as of June 1, 1972, and reported in July, 1972.

Tables III through VI present pertinent summaries of these data.

Table III gives state-wide and county-wide follow-up information for 1971 graduates in Area XII, regarding enrollment in one of five alternative types of higher education. These alternatives include:

1) Private four-year school (both in and out of state)
2) Public four-year school (regent's type institution)
3) Public two-year school (area school)
4) Private two-year school (private junior college)
5) Proprietary trade, tech or related school

As one can see, Area XII students were slightly more likely than Iowa students, in general, to have enrolled in a private or public four-year college, less likely to have chosen a public or private two-year school. Area XII students were not unlike Iowa students in general concerning the choice of a proprietary school. Approximately 48.3% of Area XII's 1971 high school graduates chose one of the five alternatives. while similar decisions were made by approximately 51% of Iowa students as a whole.

Differences among counties regarding college-going tendencies are apparent in Table III. Ida County students were more likely to choose an area school than were students from the other five counties.

on an average by +1.8 percent at the time of kindergarten enrollment."[7] This 1.8 percent increase has been applied to the area total enrollment in Figure F.

The trend downward in enrollment becomes immediately apparent in Figure F. In 1972 the Area XIII peak was in grade six, with 3847 students. There were 2300 children under one year of age, in Area XIII in June of 1972; or 40.2% fewer than in sixth grade. This number is projected to 2259 kindergarten pupils when that group enrolls in school. The effect of this phenomenon should be obvious to the decision-makers of Area XIII. Unless there is a substantial immigration of young people in the next few years, there will be fewer students each year who will graduate from Area XIII high schools. If the 17.8% drop-out rate common to Area XIII is applied to the 2259, a graduating class of only 1857 would be expected.

B. Follow-Up of High School Graduates

Every year, for the past several years, the Guidance Services Section of the Iowa State Department of Public Instruction gathers, by way of a follow-up study, information on what happens to high school seniors following graduation. Each school district submits, as a part of its Secretary's Annual Report, a summary of the location of its graduates from the previous school year. The 1971 graduates, for instance, were located as of June 1, 1972, and reported in July, 1972.

Tables III and VI present pertinent summaries of these data.

Table III gives state-wide and county-wide follow-up information for the 1971 graduates in Area XIII, regarding enrollment in one of five alternative types of higher education. These alternatives include:

1) Private four-year school (both in and out of state)
2) Public four-year school (regent's type institution)
3) Public two-year school (area school)
4) Private two-year school (private junior college)
5) Proprietary trade, tech or related school

As one can see, Area XIII students were slightly less likely than Iowa students, in general, to have enrolled in a private four-year college, or a public or private two year school. They are about as likely to have chosen a public four-year school. Approximately 46.4% of Area XIII's 1971 high school graduates chose one of the five alternatives, while similar decisions were made by approximately 51% of Iowa students as a whole.

Differences among counties regarding college-going tendencies are apparent on Table III. Page County students were much more likely to choose an area school than were students from other counties. Students from Shelby and Page County, on the hand, were more likely to choose a proprietary school than graduates from Fremont County.

The trend downward in enrollment becomes immediately apparent in Figure F. In 1972 the Area XIV peak was in grade eight, with 1,406 students. There were 779 children under one year of age, in June of 1972, representing a drop of 627 or 44.6%. This number is projected to 765 kindergarten pupils when that group enrolls in school. The effect of this phenomenon should be obvious to the decision-makers of Area XIV. Unless there is a substantial immigration of young people in the next few years, there will be fewer students each year who will graduate from Area XIV high schools. If the 11.0% drop-out rate common to Area XIV is applied to the 765, a graduating class of only 681 would be expected.

B. Follow-Up of High School Graduates

Every year, for the past several years, the Guidance Services Section of the Iowa State Department of Public Instruction gathers, by way of a follow-up study, information on which happens to high school seniors following graduation. Each school district submits, as a part of its Secretary's Annual Report, a summary of the location of its graduates from the previous school year. The 1971 graduates, for instance, were located as of June 1, 1972, and reported in July, 1972.

Tables III through VI present pertinent summaries of these data.

Table III gives state-wide and county-wide follow-up information for the 1971 graduates in Area XIV, regarding enrollment in one of five alternative types of higher education. These alternatives include:

1) Private four-year school (both in and out of state)

2) Public four-year school (regent's type institution)

3) Public two-year school (area school)

4) Private two-year school (private junior college)

5) Proprietary trade, tech or related school

As one can see, Area XIV students were slightly less likely than Iowa students, in general, to have enrolled in a public or private four-year college, more likely to have chosen a public two-year school. Approximately 54.4% of Area XIV's 1971 high school graduates chose one of the five alternatives, while similar decisions were made by approximately 51% of Iowa students as a whole.

Differences among counties regarding college-going tendencies are apparent on Table III. Union, Adair, Ringgold, and Montgomery County students were much more likely to choose an area school than were students from the other counties. Students from Clarke County, on the other hand were more likely to choose a proprietary school than graduates from Ringgold

The trend downward in enrollment becomes immediately apparent in Figure F. In 1972 the Area XV peak was in grade six with 2,848 students. There were 1,628 children under one year of age, or 1,220 fewer; which represents a 42.8% drop. This number is projected to 1,198 kindergarten pupils when that group enrolls in school. The effect of this phenomenon should be obvious to the decision-makers of Area XV. Unless there is a substantial immigration of young people in the next few years, there will be fewer students each year who will graduate from Area XV high schools. If the 15.3% drop-out rate common to Area XV is applied to the 1,198, a graduating class of only 1,015 would be expected.

B. Follow-Up of High School Graduates

Every year, for the past several years, the Guidance Services Section of the Iowa State Department of Public Instruction gathers, by way of a follow-up study, information on what happens to high school seniors following graduation. Each school district submits, as a part of its Secretary's Annual Report, a summary of the location of its graduates from the previous school year. The 1971 graduates, for instance, were located as of June 1, 1972, and reported in July, 1972.

Tables III through VI present pertinent summaries of these data.

Table III gives state-wide and county-wide follow-up information for the 1971 graduates in Area XV, regarding enrollment in one of five alternative types of higher education. These alternatives include:

1) Private four-year school (both in and out of state)

2) Public four-year school (regent's type institution)

3) Public two-year school (area school)

4) Private two-year school (private junior college)

5) Proprietary trade, tech or related school

As one can see, Area XV students were slightly more likely than Iowa students, in general, to have enrolled in a private two or four-year college and less likely to have chosen a public four or two-year school. Area XV students were very similar to Iowa students in general concerning the choice of a proprietary school. Approximately 47% of Area XV's 1971 high school graduates chose one of the five alternatives, while similar decisions were made by approximately 51% of Iowa students as a whole.

Differences among counties regarding college-going tendencies are apparent on Table III. Appanoose and Monroe county students were much more likely to choose an area school than were students from the other counties. Students from Wayne county, on the other hand, were more likely to choose a proprietary school than graduates from other counties.

on an average by +1.8 percent at the time of kindergarten enrollment."[7] This 1.8 percent increase has been applied to the area total enrollment in Figure F.

The trend downward in enrollment becomes immediately apparent in Figure F. In 1972 the Area XVI peak was in grade seven, with 2,163 students. There were 1,076 children under one year of age, or 49.7% of the peak. This number is projected to 1,057 kindergarten pupils when that group enrolls in school. The effect of this phenomenon should be obvious to the decision-makers of Area XVI. Unless there is a substantial immigration of young people in the next few years, there will be fewer students each year who will graduate from Area XVI high schools. If the 18.0% drop-out rate common to Area XVI is applied to the 1,057, a graduating class of only 867 would be expected.

B. Follow-Up of High School Graduates

Every year, for the past several years, the Guidance Services Section of the Iowa State Department of Public Instruction gathers, by way of a follow-up study, information on what happens to high school seniors following graduation. Each school district submits, as a part of its Secretary's Annual Report, a summary of the location of its graduates from the previous school year. The 1971 graduates, for instance, were located as of June 1, 1972, and reported in July, 1972.

Tables III through VI present pertinent summaries of these data.

Table III gives state-wide and county-wide follow-up information for the 1971 graduates in Area XVI regarding enrollment in one of five alternative types of higher education. These alternatives include:

1) Private four-year school (both in and out of state)
2) Public four-year school (regent's type institution)
3) Public two-year school (area school)
4) Private two-year school (private junior college)
5) Proprietary trade, tech or related school

As one can see, Area XVI students were slightly less likely than Iowa students, in general, to have enrolled in a four-year college, public or private, and much more likely to have chosen a public two-year school. Area XVI students were not unlike Iowa students in general concerning the choice of a proprietary school. Approximately 55% of Area XVI's 1971 high school graduates chose one of the five alternatives, while similar decisions were made by approximately 51% of Iowa students as a whole.

Differences among counties regarding college-going tendencies are apparent on Table III. Des Moines County students were much more likely to choose an area school than were students from the other counties. Students from Louisa County, on the other hand were most likely to choose a proprietary school. Des Moines County students were the most likely, to choose a proprietary school than graduates from Dubuque County. Winneshiek County students were the most likely, in Area I, to choose one of the five alternatives listed, with 61.6% doing so. Clayton County students, however, were least likely to go on to higher education, with only 38.1% selecting one of the five alternatives. Such factors as distance, available transportation arteries, family income, and socio-economic status, which are discussed elsewhere in the report contribute to these variations among counties.

Table IV compares, by year, the tendency of high school graduates to attend either a two or four-year college, for four selected years: 1964, 1969, 1970, and 1971. The first year, 1964, was prior to the institution of the area school system as it exists at the time of this writing. It is obvious that students were more likely to attend an institution of higher education in 1971 than in 1964 in Area I, but the difference occurs in the choice of two-year schools. In 1964 only 2.9% of the Areas's students selected two-year schools, while 12.0% did so in 1971. The reader's attention is directed to the fact that the decision to attend college was most prevalent in 1969, with a gradual decline in the tendency since that time, both in the case of two- and four-year schools. Partially because Area I does not offer an Arts and Sciences program, the percentage of graduates who select higher education at the two year level has been lower than the state average each of the four years. However, in 1971 there was also less tendency for Area I students to attend four-year schools.

It is apparent that graduates of Area I high schools are not as likely, in general, as other Iowa high school graduates to enroll in higher education. The 1964 data, incidentally, report county-wide statistics only, and the 1969 and 1970 data do not include information from those school districts which were, in those years, a part of Area VIII but which subsequently became a part of Area I. Furthermore, through 1970, the results reflect student status as of October of the year they graduated. In 1971, student status was reported as of June 1, 1972.

Table V shows the same data by county for 1964 and 1971. It becomes immediately apparent that in every county there was an increase in the percentage of graduates who elected the two-year school alternative. In some counties the change was substantial and positive; from 0% in Winneshiek to 16.3%; from 2.2% to 19.5% in Dubuque, Allamakee, Clayton, and Fayette counties. Only in Chickasaw county could the increase be considered "slight."

The increases are even more striking when the "number" of students column is studied.

It is of interest to note that the tendency to attend a four-year college was less in 1971 than in 1964 in six of the counties in Area I. Fayette county students were slightly more likely in 1971 to choose a four-year school, with that percentage increasing from 27.8% to 29.5%. Allamakee county graduates, on the other hand, increased in likelihood from 7.9% to 28.8%. The decline in four-year college attendance was most pronounced in Clayton and Howard counties.

Table VI is comprised of individual school district data. Here area school personnel can see which school districts are most and least likely to "send" students to two- and four-year institutions. It is important that the data displayed in this table be treated confidentially and

Area II, to choose one of the five alternatives listed, with 60.8% doing so. Mitchell county students, however, were least likely to go on to higher education, with only 47.3% selecting one of the five alternatives. Such factors as distance, available transportation arteries, family income, and socio-economic status, which are discussed elsewhere in the report, contribute to these variations among counties.

Table IV compares, by year, the tendency of high school graduates to attend either a two- or four-year college, for four selected years: 1964, 1969, 1970, and 1971. The first year, 1964, was prior to the institution of the area school system as it exists at the time of this writing. It is obvious that students in Area II were about as likely to attend an institution of higher education in 1971 as in 1964. In 1964 23.0% of the institution of higher education in 1971 as in 1964. In 1964 23.0% of the area's students selected two-year schools, while 24.9% did so in 1971. The reader's attention is directed to the fact that the decision to attend college was most prevalent in 1969, with a gradual decline in the tendency since that time, both in the case of two- and four-year schools. Because NIACC has had a long history in its area, there is more stability in the choice of two-year schools among high school graduates in the area.

It is apparent that graduates of Area II high schools are more likely, in general, than other Iowa high school graduates to enroll in higher education, especially at the two-year school level. The 1964 data, incidentally, report county-wide statistics only, whereas the more recent data are based on the school districts that comprise Area II. Furthermore, through 1970, the results reflect student status as of October of the year they graduated. In 1971, student status was reported as of June 1, 1972.

Table V shows the same data by county for 1964 and 1971. It becomes immediately apparent that in several counties there was an increase in the percentage of graduates who elected the two-year school alternative. In some counties the change was substantial and positive; from 18.1% to 22.6% in Franklin county and from 15.9% to 28.0% in Hancock county. However, in Mitchell county there was a decrease in the percentage of high school graduates who chose two-year schools.

The increases are even more striking when the "number" of students column is studied.

It is also of interest to note that the tendency to attend a four-year college was less in 1971 than in 1964 in six of the counties in Area II. Butler, Cerro Gordo and Worth county students were slightly more likely in 1971 to choose a four-year school. The decline in four-year college attendance was most pronounced in Franklin and Floyd counties.

Table VI is comprised of individual school district data. Here area school personnel can see which school districts are most and least likely to "send" students to two- and four-year institutions. It is important that the data displayed in this table be treated confidentially and

Palo Alto County students were the most likely, in Area III to choose one of the five alternatives listed, with 65.7% doing so. Clay County students were least likely to go on to higher education, with only 52.6% selecting one of the five alternatives. Such factors as distance, available transportation arteries, family income, and socio-economic status, which are discussed elsewhere in the report contribute to these variations among counties.

Table IV compares, by year, the tendency of high school graduates to attend either a two or four-year college, for four selected years; 1964, 1969, 1970, and 1971. The first year, 1964, was prior to the institution of the area school system as it exists at the time of this writing. It is obvious that students were more likely to attend an institution of higher education in 1971 than in 1964 in Area III but the difference occurs in the choice of two-year schools. In 1964 only 14.2% of the Area's students selected two-year schools, while 25.0% did so in 1971. The reader's attention is directed to the fact that the decision to attend college in Area III was most prevalent in 1969 and 1970, with a decline in the tendency in 1971 both in the case of two and four-year schools. There was also less tendency for Area III students to attend four year schools in 1971 than in 1964.

It is apparent that graduates of Area III high schools are more likely in general, than other Iowa high school graduates, to enroll in higher education. The 1964 data, incidentally, report county-wide statistics only, while for 1969, 1970, and 1971 data for the school districts that comprise Area III are reported. Furthermore, through 1970, the results reflect student status as of October of the year they graduated. In 1971, student status was reported, however, as of June 1, 1972.

Table V shows the same data by county for 1964 and 1971. It becomes immediately apparent that in every county there was an increase in the percentage of graduates who elected the two-year school alternative. In some counties the change was substantial and positive: from 6.0% in Clay County to 17.1%; from 9.4% to 20.4% in Kossuth; and from 19.8% to 35.2% in Palo Alto County. Only in Emmet County could the increase be considered "slight."

The increases are even more striking when the "number" of students column is studied.

It is also of interest to note that the tendency to attend a four-year college was slightly less in 1971 than in 1964 in most of the counties in Area III. Emmet County students were slightly more likely in 1971 to choose a four-year school, with that percentage increasing from 21.8 % to 22.5%. Dickinson County graduates, on the other hand, increased in likelihood from 30.4% to 32.2%.

Table VI is comprised of individual school district data. From this, area school personnel can see which school districts are most and least likely to "send" students to two and four-year institutions. It is important that the data displayed in this table be treated confidentially and

Sioux County students were most likely, in Area IV, to choose one of the five alternatives listed, with over 59% doing so. Osceola County students, however, were least likely to go on to higher education, with only 44.1% selecting one of the five alternatives. Such factors as distance, available transportation arteries, family income, and socio-economic status, which are discussed elsewhere in the report contribute to these variations among counties.

Table IV compares, by year, the tendency of high school graduates to attend either a two or four-year college, for four selected years, 1964, 1969, 1970, and 1971. The first year, 1964, was prior to the institution of the area school system as it exists at the time of this writing. It is obvious that students were more likely to attend an institution of higher education in 1971 than in 1964 in Area IV but the increase occurs in the choice of two-year schools. In 1964 only 3.4% of the Area's students selected two-year schools, while 16.3% did so in 1971. The reader's attention is directed to the fact that the decision to attend college was most prevalent in 1969, with a gradual decline in the tendency since that time, both in the case of two and four-year schools. Although Area IV does not offer an arts and sciences program, the percentage of graduates who select higher education at the two year level was higher than the state average in 1971. There was a greater tendency for Area IV students to attend four year schools in 1971 than in 1964.

It is apparent that graduates of Area IV high schools are more likely, in general, than other Iowa high school graduates to enroll in higher education. The 1964 data, incidentally, report county-wide statistics only, whereas the 1969 and later data reflect statistics from the actual school districts that comprise Area IV. Furthermore, through 1970, the results reflect student status as of October of the year they graduated. In 1971, student status was reported, however, as of June 1, 1972.

Table V shows the same data by county for 1964 and 1971. It becomes immediately apparent that in every county there was an increase in the percentage of graduates who elected the two-year school alternative. In nearly all counties the change was substantial and positive. Only in Osceola county could the increase be considered "slight."

The increases are even more striking when the "number" of students column is studied.

It is also of interest to note that the tendency to attend a four-year college was less in 1971 than in 1964 in all of the counties in Area IV. This decline in four-year college attendance was most pronounced in Osceola and Lyon counties.

Table VI is comprised of individual school district data. From this, area school personnel can see which school districts are most and least likely to "send" students to two and four-year institutions. It is important that the data displayed in this table be treated confidentally and

Pocahontas County students were the most likely, in Area V, to choose one of the five alternatives listed, with 70.1% doing so. Greene County students, however, were least likely to go on to higher education, with only 48.9% selecting one of the five alternatives. Such factors as distance, available transportation arteries, family income, and socio-economic status, which are discussed elsewhere in the report contribute to these variations among counties.

Table IV compares, by year, the tendency of high school graduates to attend either a two or four-year college, for four selected years; 1964, 1969, 1970, and 1971. The first year, 1964, was prior to the institution of the area school system as it exists at the time of this writing. It is obvious that students were about as likely to attend an institution of higher education in 1971 as in 1964 in Area V but there is a difference in the choice of type of institution. In 1964 only 20.3% of the Area's students selected two-year schools, while 26.4% did so in 1971. The reader's attention is directed to the fact that the decision to attend college was most prevalent in 1969, with a gradual decline in the tendency since that time, both in the case of two and four-year schools. Partially because Area V has well-established community colleges, the percentage of graduates who select higher education at the two year level was higher than the state average each of the four years. However, there was less tendency for Area V students to attend four year schools than students from the rest of the state.

It is apparent that graduates of Area V high schools are more likely, in general, than other Iowa high school graduates to enroll in higher education. The 1964 data, incidentally, report county-wide statistics only, while the remaining years report data from the school districts which actually comprise Area V. Furthermore, through 1970, the results reflect student status as of October of the year they graduated. In 1971, student status was reported, however, as of June 1, 1972.

Table V shows the same data by county for 1964 and 1971. It becomes immediately apparent that in most counties there was an increase in the percentage of graduates who elected the two-year school alternative. In some counties the change was substantial and positive; from 4% in Buena Vista to 14%; from 10% to 23% in Calhoun County; from 5% to 12% in Greene; from 19% to 35% in Humboldt; from 10% to 24% in Pocahontas, and from 7 - 15% in Sac County. Only in Wright County could the increase be considered "slight." Hamilton and Webster counties experienced a slight decrease.

It is also of interest to note that the tendency to attend a four-year college was less in 1971 than in 1964 in most of the counties in Area V. Pocahontas County students were slightly more likely in 1971 to choose a four-year school, with that percentage increasing from 37.7% to 38.5%. The decline in four-year college attendance was most pronounced in Buena Vista county.

Table VI is comprised of individual school district data. From this, area school personnel can see which school districts are most and least likely to "send" students to two and four-year institutions. It is important that the data displayed in this table be treated confidentially and

Hardin County students were the most likely, in Area VI to choose one of the five alternatives listed, with 65.6% doing so. Poweshiek County students, however, were least likely to go on to higher education, with only 47.0% selecting one of the five alternatives. Such factors as distance, available transportation arteries, family income, and socio-economic status, which are discussed elsewhere in the report contribute to these variations among counties.

Table IV compares, by year, the tendency of high school graduates to attend either a two or four-year college, for four selected years; 1964, 1969, 1970, and 1971. The first year, 1964, was prior to the institution of the area school system as it exists at the time of this writing. It is obvious that students were more likely to attend an institution of higher education in 1971 than in 1964 in Area VI but the difference occurs in the choice of two-year schools. In 1964 20.2% of the Area's students selected two-year schools, while 24.6% did so in 1971. The reader's attention is directed to the fact that the decision to attend college was most prevalent in 1969, with a gradual decline in the tendency since that time, both in the case of two and four-year schools. Partially because Area VI is comprised of two institutions which have been in existence for sometime, the percentage of graduates who select higher education at the two year level has been higher than the state average each of the four years. There was also less tendency for Area VI students to attend four year schools in 1971 than in 1964.

It is apparent that graduates of Area VI high schools are more likely, in general, than other Iowa high school graduates to enroll in higher education. The 1964 data, incidentally, report county-wide statistics only, while the 1969-1971 data reflect the actual school district composition of Area VI. Furthermore, through 1970, the results reflect student status as of October of the year they graduated. In 1971, student status was reported, however, as of June 1, 1972.

Table V shows the same data by county for 1964 and 1971. It becomes immediately apparent that in every county but Marshall there was an increase in the percentage of graduates who elected the two-year school alternative. In Tama County the change was substantial and positive; from 6.6% to 19.4%. In Marshall County there is a decrease from 36.6% to 29.7%.

It is also of interest to note that the tendency to attend a four-year college was less in 1971 than in 1964 in three of the counties in Area VI. Hardin County students were slightly more likely in 1971 to choose a four-year school, with that percentage increasing from 26.7% to 30.8%. Tama County graduates, on the other hand, increased in likelihood from 22.6% to 30.8% The decline in four-year college attendance was most pronounced in Marshall County.

Table VI is comprised of individual school district data. From this, area school personnel can see which school districts are most and least likely to "send" students to two year and four-year institutions. It is important that the data displayed in this table be treated confidentially and be used in a professional manner; it should not be used to judge the adequancy of a given school district or its

Grundy County students were the most likely, in Area VII to choose one of the five alternatives listed, with 58.5% doing so. Bremer County students, however, were least likely to go on to higher education, with only 47.3% selecting one of the five alternatives. Such factors as distance, available transportation arteries, family income, and socio-economic status, which are discussed elsewhere in the report contribute to these variations among counties.

Table IV compares, by year, the tendency of high school graduates to attend either a two or four-year college, for four selected years; 1964, 1969, 1970, and 1971. The first year, 1964, was prior to the institution of the area school system as it exists at the time of this writing. It is obvious that students were more likely to attend an institution of higher education in 1971 than in 1964 in Area VII but the difference occurs in the choice of two-year schools, In 1964 only 5.9% of the Area's students selected two-year schools, while 13.4% did so in 1971. The reader's attention is directed to the fact that master-wide basis, the decision to attend college was most prevalent in 1969, with a gradual decline in the tendency since that time, both in the case of two and four-year schools. This was not true in Area VII, however, partially because Area VII does not offer an arts and sciences program, the percentage of graduates who select higher education at the two year level has been lower than the state average each of the four years.

It is apparent that graduates of Area VII high schools are more likely, in general, than other high school graduates in Iowa to enroll in higher education. The 1964 data, incidentally, report county-wide statistics only, while the others reflect the actual school districts that comprise Area VII.

Furthermore, through 1970, the results reflect student status as of October of the year they graduated. In 1971, student status was reported, however, as of June 1, 1972.

Table V shows the same data by county for 1964 and 1971. It becomes immediately apparent that in every county there was an increase in the percentage of graduates who elected the two-year school alternative. In most counties the change was substantial and positive; from 4.6% in Buchanan County to 17.9%; from 6.6% to 19.4% in Tama County. Only in Butler County could the increase be considered "slight".

The increases are even more striking when the "number" of students column is studied.

It is also of interest to note that the tendency to attend a four-year college was less in 1971 than in 1964 in three of the counties in Area VII. Blackhawk County students were slightly more likely in 1971 to choose a four-year school, with that percentage increasing from 35.0% to 35.9%. Butler County graduates, on the other hand, increased in likelihood from 17.3% to 23.5%.

Table VI is comprised of individual school district data. From this, area school personnel can see which school districts are most and least likely to "send" students to two and four-year institutions. It is important that the data displayed in this table be treated confidentially and

to choose one of the five alternatives listed, with 51.0% doing so. Muscatine County students, however, were least likely to go on to higher education, with only 36.1% selecting one of the five alternatives. Such factors as distance, available transportation arteries, family income, and socio-economic status, which are discussed elsewhere in the report contribute to these variations among counties.

Table IV compares, by year, the tendency of high school graduates to attend either a two or four-year college, for four selected years; 1964, 1969, 1970, and 1971. The first year, 1964, was prior to the institution of the area school system as it exists at the time of this writing. It is obvious that students were about as likely to attend an institution of higher education in 1971 as in 1964 in Area IX. There was little difference in the choice of two-year schools. In 1964 12.8% of the Area's students selected two-year schools, while 12.6% did so in 1971. The reader's attention is directed to the fact that the decision to attend college was most prevalent in 1970. It would appear that the creation of the area school system had little effect on the decision to attend post high school educational institutions in this area of the state. Such, of course, is not the case in other areas.

It is apparent that graduates of Area IX high schools are about as likely, in general, as other Iowa high school graduates to enroll in higher education. The 1964 data, incidentally, report county-wide statistics only, while the more recent figures are for the actual school districts which comprise Area IX. Furthermore, through 1970, the results reflect student status as of October of the year they graduated. In 1971, student status was reported, however, as of June 1, 1972.

Table V shows the same data by county for 1964 and 1971. It becomes immediately apparent that in Jackson county there was an increase in the percentage of graduates who elected the two-year school alternative; from 4.9% to 11.9%. However, in Muscatine County there was a decrease from 40.2% to 20.0%.

The changes are even more striking when the "number" of students column is studied.

It is also of interest to note that the tendency to attend a four-year college was less in 1971 than in 1964 in four of the counties in Area IX. Scott County students were slightly more likely in 1971 to choose a four-year school, with that percentage increasing from 37.6% to 39.0%.

Table VI is comprised of individual school district data. From this, area school personnel can see which school districts are most and least likely to "send" students to two and four-year institutions. It is important that the data displayed in this table be treated confidentially and

Differences among counties regarding college-going tendencies are apparent on Table III. Cedar and Linn county students were more likely to choose an area school than were students from Benton and Jones counties. Students from Benton and Jones counties, on the other hand, were more likely to choose a proprietary school than graduates from other counties. Johnson county students were the most likely, in Area X, to choose one of the five alternatives listed, with 57.8% doing so. Iowa county students, however, were least likely to go on to higher education, with only 45.9% selecting one of the five alternatives. Such factors as distance, available transportation arteries, family income, and socio-economic status, which are discussed elsewhere in the report contribute to these variations among counties.

Table IV compares, by year, the tendency of high school graduates to attend either a two or four-year college, for four selected years; 1964, 1969, 1970, and 1971. The first year, 1964, was prior to the institution of the area school system as it exists at the time of this writing. It is obvious that students were more likely to attend an institution of higher education in 1971 than in 1964 in Area X but the growth occurs in the choice of two-year schools. In 1964 only 4.1% of the Area's students selected two-year schools, while 13.9% did so in 1971. The reader's attention is directed to the fact that the decision to attend college was most prevalent in 1969, with a gradual decline in the tendency since that time, both in the case of two and four-year schools. In 1971 there was less tendency for Area X students to attend four-year schools than in 1964.

It is apparent that graduates of Area X high schools are about as likely, in general, as other Iowa high school graduates to enroll in higher education. The 1964 data, incidentally, report county-wide statistics only, and the subsequent years show data for the actual school districts that comprise Area X. Furthermore, through 1970, the results reflect student status as of October of the year they graduated. In 1971, student status was reported, however, as of June 1, 1972.

Table V shows the same data by county for 1964 and 1971. It becomes immediately apparent that in every county there was an increase in the percentage of graduates who elected the two-year school alternative. In most counties the change was substantial. Only in Washington county could the increase be considered "slight."

The increases are even more striking when the "number" of students column is studied.

It is also of interest to note that the tendency to attend a four-year college was less in 1971 than in 1964 in five of the counties in Area X. Jones and Cedar county students were slightly more likely in 1971 to choose a four-year school, with the percentage increasing from 29.1% to 31.0% and from 23.7% to 25.6% respectively. The decline in four-year college attendance was most pronounced in Johnson and Washington counties. It is also of interest to note that Washington County was the only one that showed a decrease in college-attending propensity.

Story County students were the most likely, in Area XI, to choose one of the five alternatives listed, with 56.6% doing so. Dallas and Marion County students, however, were least likely to go on to higher education, with less than 41% selecting one of the five alternatives. Such factors as distance, available transportation arteries, family income, and socio-economic status, which are discussed elsewhere in the report contribute to these variations among counties.

Table IV compares, by year, the tendency of high school graduates to attend either a two or four-year college, for four selected years; 1964, 1969, 1970, and 1971. The first year, 1964, was prior to the institution of the area school system as it exists at the time of this writing. It is obvious that students were less likely to attend an institution of higher education in 1971 than in 1964 in Area XI and the difference is most pronounced in the choice of four-year schools. In 1964 only 9.7% of the Area's students selected two-year schools, while 11.3% did so in 1971, but there was a drop in the percentage who chose four-year schools. The reader's attention is directed to the fact that the decision to attend college was most prevalent in 1969, with a gradual decline in the tendency since that time, both in the case of two and four-year schools. Partially because Area XI's Des Moines campus is relatively new, the percentage of graduates who select higher education at the two-year level has been lower than the state average each of the four years.

It is apparent that graduates of Area XI high schools are about as likely, in general, as other Iowa high school graduates to enroll in higher education. The 1964 data, incidentally, report county-wide statistics only, while the 1969, 1970, and 1971 figures reflect information from the school districts which actually comprise Area XI. Furthermore, through 1970, the results reflect student status as of October of the year they graduated. In 1971, student status was reported, however, as of June 1, 1972.

Table V shows the same data by county for 1964 and 1971. It becomes immediately apparent that in most counties there was an increase in the percentage of graduates who elected the two-year school alternative. In some counties the change was substantial and positive; from 5.5% in Guthrie County to 15.1%; from around 4% to 10+% in Audubon, Madison and Marion counties. Only in Boone & Polk Counties was there a decrease.

The increases are even more striking when the "number" of students column is studied.

It is also of interest to note that the tendency to attend a four-year college was less in 1971 than in 1964 in most of the counties in Area XI, Audubon and Jasper county students were slightly more likely in 1971 to choose a four-year school. The decline in four-year college attendance was most pronounced in Boone, Carroll, and Dallas counties.

Table VI is comprised of individual school district data. From this, area school personnel can see which school districts are most and least likely to "send" students to two and four-year institutions. It is important that the data displayed in this table be treated confidentially and

Plymouth County students were the most likely, in Area XII to choose one of the five alternatives listed, with 54.1% doing so. Monona County students, however, were least likely to go on to higher education, with only 42.3% selecting one of the five alternatives. Such factors as distance, available transportation arteries, family income, and socio-economic status, which are discussed elsewhere in the report contribute to these variations among counties.

Table IV compares, by year, the tendency of high school graduates to attend either a two or four-year college, for four selected years: 1964, 1969, 1970, and 1971. The first year, 1964, was prior to the existence of the area school system as it exists at the time of this writing. It is obvious that students were no more likely to attend an institution of higher education in 1971 than in 1964 in Area XII but there was a difference in the choice of type of school. In 1964 only 1.7% of the Area's students selected two-year schools, while 9.2% did sc in 1971. The reader's attention is directed to the fact that the decision to attend college was most prevalent in 1969, with a gradual decline in the tendency since that time, both in the case of two and four-year schools. Partially because Area XII does not offer an arts and sciences program, the percentage of graduates who select higher education at the two year level has been lower than the state average each of the four years. In 1971, however, there was a higher tendency for Area XII students to attend four year school than in 1964.

It is apparent that graduates of Area XII high schools are about as likely, in general, as other Iowa high school graduates to enroll in higher education. The 1964 data, incidentally, report county-wide statistics only, while subsequent years reflect data from the actual school districts that comprise Area XII. Furthermore, through 1970, the results reflect student status as of October of the year they graduated. In 1971, student status was reported as of June 1, 1972.

Table V shows the same data by county for 1964 and 1971. It becomes immediately apparent that in every county there was a substantial increase in the percentage of graduates who elected the two-year school alternative. The increases were from 0% in Cherokee County to 10.3%; from 1.1% to 11.1% in Crawford County; from 1.8% to 13.4% in Ida; from 1.3% to 11.1% in Plymouth; from 2.2% to 10.8% in Monona; and from 2.2% to 9.1% in Woodbury counties.

It is also of interest to note that the tendency to attend a four-year college was less in 1971 than in 1964 in all of the counties in Area XII. The decline in four-year college attendance was most pronounced in Monona County.

Table VI is comprised of individual school district data. Here area school personnel can see which school districts are most and least likely to "send" students to two and four-year institutions. It is important that the data displayed in this table be treated confidentially and

Page County students were the most likely, in Area XIII to choose one of the five alternatives listed, with 66.3% doing so. Pottawattamie County students, however, were least likely to go on to higher education, with only 39.8% selecting one of the five alternatives. Such factors as distance, available transportation arteries, the job market, family income, and socio-economic status, which are discussed elsewhere in the report contribute to these variations among counties.

Table IV compares, by year, the tendency of high school graduates to attend either a two or four-year college, for four selected years; 1964, 1969, 1970, and 1971. The first year, 1964, was prior to the institution of the area school system as it exists at the time of this writing. It is obvious that students were more likely to attend an institution of higher education in 1971 than in 1964 in Area XIII but the difference occurs in the choice of two-year schools. In 1964 only 4.4% of the Area's students selected two-year schools, while 12.1% did so in 1971. The reader's attention is directed to the fact that the decision to attend college was most prevalent in 1969, with a decline in the tendency since that time, both in the case of two and four-year schools. The percentage of graduates who select higher education at the two year level has been lower than the state average each of the four years. There was also less tendency for Area XIII students to attend four year schools in 1971 than in 1964.

It is apparent that graduates of Area XIII high schools are less likely, in general, than other Iowa high school graduates to enroll in higher education. The 1964 data, incidentally, report county-wide statistics only, while the more recent years report data for the actual school districts which comprise Area XIII. Furthermore, through 1970, the results reflect student status as of October of the year they graduated. In 1971, student status was reported, however, as of June 1, 1972.

Table V shows the same data by county for 1964 and 1971. It becomes immediately apparent that in every county there was an increase in the percentage of graduates who elected the two-year school alternative. In some counties the change was substantial and positive; from 12.9% in Page County to 25.9%; from 1.3% to 10.5% in Pottawattamie County and from 2.6% to 12.9% in Shelby County. Only in Fremont County could the increase be considered "slight."

The increases are even more striking when the "number" of students column is studied.

It is also of interest to note that the tendency to attend a four-year college was less in 1971 than in 1964 in three of the counties in Area XIII. Cass County students were slightly more likely in 1971 to choose a four-year school, with that percentage increasing from 33.6% to 35.3%. Mills County graduates, on the other hand, increased in likelihood from 23.9% to 34.5%. The decline in four-year college attendance was most pronounced in Pottawattamie and Shelby Counties.

Table VI is comprise of individual school district data. From this, area school personnel can see which school districts are most and least likely to "send" students to two and four-year institutions. It is important that the data displayed in this table be treated confidentially and

County. Adair County students were the most likely, in Area XIV, to choose one of the five alternatives listed, with 66.3% doing so. Decatur County students, however, were least likely to go on to higher education, with only 40.1% selecting one of the five alternatives. Such factors as distance, available transportation arteries, family income, and socio-economic status, which are discussed elsewhere in the report contribute to these variations among counties.

Table IV compares, by year, the tendency of high school graduates to attend either a two or four-year college, for four selected years; 1964, 1969, 1970, and 1971. The first year, 1964, was prior to the institution of the area school system as it exists at the time of this writing. It is obvious that students were more likely to attend an institution of higher education in 1971 than in 1964 in Area XIV but the difference occurs in the choice of two-year schools. In 1964 only 13.5% of the Area's students selected two-year schools, while 22.8% did so in 1971. The reader's attention is directed to the fact that the decision to attend college was most prevalent in 1969, with a gradual decline in the tendency since that time, both in the case of two and four-year schools. Partially because Area XIV had a well-established junior college the percentage of graduates who select higher education at the two year level has been higher than the state average each of the four years. However, there was also less tendency for Area XIV students to attend four year schools in 1971 than in 1964.

It is apparent that graduates of Area XIV high schools are more likely, in general, than other Iowa high school graduates to enroll in higher education. The 1964 data, incidentally, report county-wide statistics only, while the more recent years report data for the school districts that actually comprise Area XIV. Furthermore, through 1970, the results reflect student status as of October of the year they graduated. In 1971, student status was reported, however, as of June 1, 1972.

Table V shows the same data by county for 1964 and 1971. It becomes immediately apparent that in nearly every county there was an increase in the percentage of graduates who elected the two-year school alternative. In some counties the change was substantial and positive; from 0.9% in Clarke County to 16.4%; from 6.2% to 26.8% in Ringgold, and 10.2% to 28.5% in Adair County. Only in Decatur County was there a significant drop in this tendency.

The increases are even more striking when the "number" of students column is studied.

It is also of interest to note that the tendency to attend a four-year college was less in 1971 than in 1964 in four of the counties in Area XIV. Adams county students were more likely in 1971 to choose a four-year school, with that percentage increasing from 27.9% to 35.6%. Union County graduates, on the other hand, increased in likelihood from 17.5% to 22.0%. The decline in four-year college attendance was most pronounced in Clarke and Taylor counties.

Table VI is comprised of individual school district data. From this, area school personnel can see which school districts are most and least likely to "send" students to two and four-year institutions. It is important that the data displayed in this table be treated confidentially and

Appanoose county students were the most likely, in Area XV, to choose one of the five alternatives listed, with 56.1% doing so. Wayne county students, however, were least likely to go on to higher education, with only 40.9% selecting one of the five alternatives. Such factors as distance, available transportation arteries, family income, and socio-economic status, which are discussed elsewhere in the report contribute to these variations among counties.

Table IV compares, by year, the tendency of high school graduates to attend either a two or four-year college, for four selected years; 1964, 1969, 1970, and 1971. The first year, 1964, was prior to the institution of the area school system as it exists at the time of this writing. It is obvious that students were about as likely to attend an institution of higher education in 1971 as in 1964 in Area XV but there are differences in the type of school chosen. In 1964 only 7.6% of the Area's students selected two-year schools, while 12.3% did so in 1971. The reader's attention is directed to the fact that the decision to attend college was most prevalent in 1969, with a decline in the tendency since that time. There was less tendency for Area XV students to attend four year schools in 1971 than in 1964.

It is apparent that graduates of Area XV high schools are somewhat less likely, in general, than other Iowa high school graduates to enroll in higher education. The 1964 data, incidentally, report county-wide statistics only, while the more recent data are for the school districts which actually comprise Area XV. Furthermore, through 1970, the results reflect student status as of October of the year they graduated. In 1971, student status was reported, however, as of June 1, 1972.

Table V shows the same data by county for 1964 and 1971. It becomes immediately apparent that in every county but Wayne there was an increase in the percentage of graduates who elected the two-year school alternative. In some counties the change was substantial and positive; from 4% in Van Buren county to 15%; from 16% to 27% in Monroe and from 24% to 40% in Appanoose county.

The increases are even more striking when the "number" of students column is studied.

It is also of interest to note that the tendency to attend a four-year college was less in 1971 than in 1964 in eight of the counties in Area XV. Jefferson county students were slightly more likely in 1971 to choose a four-year school, with that percentage increasing from 39.0% to 41.7%. Lucas county graduates, on the other hand, increased in likelihood from 26.8% to 36.4%. The decline in four-year college attendance was most pronounced in Wapello and Davis counties.

Table VI is comprised of individual school district data. From this, area school personnel can see which school districts are most and least likely to "send" students to two and four-year institutions. It is important that the data displayed in this table be treated confidentially and

in Area XVI to choose one of the five alternatives listed, with 59.7% doing so. Louisa County students, however, were least likely to go on to higher education, with only 41.1% selecting one of the five alternatives. Such factors as distance, available transportation arteries, family income, and socio-economic status, which are discussed elsewhere in the report contribute to these variations among counties.

Table IV compares, by year, the tendency of high school graduates to attend either a two or four-year college, for four selected years; 1964, 1969, 1970, and 1971. The first year, 1964, was prior to the institution of the area school system as it exists at the time of this writing. It is obvious that students were more likely to attend an institution of higher education in 1971 than in 1964 in Area XVI but the difference occurs in the choice of two-year schools. In 1964 21.6% of the Area's students selected two-year schools, while 28.2% did so in 1971. The reader's attention is directed to the fact that the decision to attend college was most prevalent in 1970, while in the rest of the state 1969 was the peak year, with a decline in the tendency in 1971. Partially because Southeastern Iowa Community College contains two well-established schools, the percentage of graduates who select higher education at the two year level has been higher than the state average each of the four years. There was also less tendency for Area XVI students to attend four year schools than students in the rest of the state in 1971 than in 1964.

It is apparent that graduates of Area XVI high schools are more likely, in general, than other Iowa high school graduates to enroll in higher education. The 1964 data, incidentally, report county-wide statistics only, while more recent data are for the actual school districts that comprise Area XVI. Furthermore, through 1970, the results reflect student status as of October of the year they graduated. In 1971, student status was reported, however, as of June 1, 1972.

Table V shows the same data by county for 1964 and 1971. It becomes immediately apparent that in two counties there was a substantial increase in the percentage of graduates who elected the two-year school alternative. The increase was from 6.8% in Henry County to 22.9%; from 18.4% to 27.4% in Lee County. Only in Louisa County could the increase be considered "slight," and in Des Moines County there was actually a slight decrease.

The increases are even more striking when the "number" of students column is studied.

It is also of interest to note that the tendency to attend a four-year college was less in 1971 than in 1964 in most of the counties in Area XVI. Des Moines County students were more likely in 1971 to choose a four-year school, with that percentage increasing from 11.7% to 21.6%. The decline in four-year college attendance was most pronounced in Henry County, with the percentage dropping from 51.8% to 30.9%.

Table VI is comprised of individual school district data. From this, area school personnel can see which school districts are most and least likely to "send" students to two and four-year institutions. It is important that the data displayed in this table be treated confidentially and

TABLE III

FOLLOW-UP INFORMATION, AREA I

LOCATION OF 1971 PUBLIC HIGH SCHOOL GRADUATES ON OR ABOUT JUNE 1, 1972 *

	ATTENDING PRIVATE 4 YEAR SCHOOL	ATTENDING PUBLIC 4 YEAR SCHOOL	ATTENDING PUBLIC 2 YR. SCHOOL	ATTENDING PRIVATE 2 YEAR SCHOOL	ATTENDING PRIVATE TRADE, TECH, ETC.
State Totals	4494(10.5)	7958(18.6)	6692(15.7)	930(2.2)	1580(3.7)
Area I Total	432(13.4)	416(12.9)	387(12.0)	46(1.4)	111(3.4)
Counties					
Allamakee	31(11.9)	44(16.9)	32(12.3)	5(1.9)	7(2.7)
Chickasaw	48(18.6)	23(8.7)	31(11.7)	5(1.9)	8(3.0)
Clayton	39(8.9)	47(10.8)	43(9.8)	13(3.0)	26(5.6)
Delaware	33(10.0)	54(16.4)	40(12.2)	1(0.3)	12(3.7)
Dubuque	124(13.6)	90(9.9)	77(8.4)	5(0.6)	16(1.8)
Fayette	84(15.0)	82(14.6)	76(13.5)	13(2.3)	21(3.7)
Howard	25(11.1)	22(9.7)	44(19.5)	2(0.9)	9(4.0)
Winneshiek	54(18.4)	62(21.1)	48(16.3)	3(1.0)	14(4.8)

* Data gathered by the Guidance Services Section, Iowa Department of Public Instruction, as reported on the Secretary's annual Report from local school districts.

TABLE III

FOLLOW UP INFORMATION, AREA II

LOCATION OF 1971 PUBLIC HIGH SCHOOL GRADS
ON OR ABOUT JUNE 1, 1972 *

	ATTENDING PRIVATE 4 YEAR SCHOOL	ATTENDING PUBLIC 4 YEAR SCHOOL	ATTENDING PUBLIC 2 YR. SCHOOL	ATTENDING PRIVATE 2 YR. SCHOOL	ATTENDING PRIVATE TRADE, TECH, ETC.
State Totals	4494(10.5)	7958(18.6)	6692(15.7)	930(2.2)	1580(3.7)
Area Total	220(8.9)	340(13.8)	615(24.9)	68(2.8)	119(4.8)
Cerro Gordo	69(8.6)	83(10.3)	274(34.1)	8(1.0)	23(2.9)
Floyd	24(6.4)	58(15.5)	79(21.1)	2(0.5)	21(5.6)
Franklin	24(12.6)	29(15.3)	43(22.6)	0(0.0)	9(4.7)
Hancock	28(11.4)	32(13.1)	70(28.6)	5(2.0)	14(5.7)
Mitchell	16(5.8)	46(16.6)	37(13.3)	1(0.4)	31(11.2)
Winnebago	26(9.4)	42(15.1)	40(14.4)	46(16.6)	6(2.2)
Worth	14(10.7)	18(13.7)	31(23.7)	3(2.3)	6(4.6)

* Data gathered by the Guidance Services Section, Iowa Department of Public Instruction, as reported on the Secretary's Annual Report from local school districts.

TABLE III

FOLLOW-UP INFORMATION, AREA III

LOCATION OF 1971 PUBLIC HIGH SCHOOL GRADS
ON OR ABOUT JUNE 1, 1972 *

	ATTENDING PRIVATE 4 YEAR SCHOOL	ATTENDING PUBLIC 4 YEAR SCHOOL	ATTENDING PUBLIC 2 YR. SCHOOL	ATTENDING PRIVATE 2 YEAR SCHOOL	ATTENDING PRIVATE TRADE, TECH ETC.
State Totals	4494(10.5)	7958(18.6)	6692(15.7)	930(2.2)	1580(3.7)
Area Total	137(9.3)	281(18.4)	369(25.0)	15(1.0)	52(3.5)
Clay	29(7.5)	91(23.6)	66(17.1)	4(1.0)	13(3.4)
Dickinson	25(9.4)	61(22.9)	56(21.0)	0(0.0)	8(3.0)
Emmet	28(10.2)	34(12.4)	95(34.5)	2(0.7)	3(1.1)
Kossuth	30(10.9)	49(17.8)	56(20.4)	2(0.7)	13(4.7)
Palo Alto	25(9.2)	36(13.2)	96(35.2)	7(2.6)	15(5.5)

* Data gathered by the Guidance Services Section, Iowa Department of Public Instruction, as reported on the Secretary's annual Report from local school districts.

TABLE III

FOLLOW-UP INFORMATION, AREA IV

LOCATION OF 1971 PUBLIC HIGH SCHOOL GRADS ON OR ABOUT JUNE 1, 1972 *

	ATTENDING PRIVATE 4 YEAR SCHOOL	ATTENDING PUBLIC 4 YEAR SCHOOL	ATTENDING PUBLIC 2 YR. SCHOOL	ATTENDING PRIVATE 2 YEAR SCHOOL	ATTENDING PRIVATE TRADE, TECH, ETC.
State Totals	4494(10.5)	7958(18.6)	6692(15.7)	930(2.2)	1580(3.7)
Area Totals	211(17.2)	197(16.1)	199(16.3)	11(0.9)	62(5.1)
Cherokee	36(10.3)	97(27.8)	36(10.3)	1(0.3)	16(4.6)
Lyon	31(13.0)	31(13.0)	36(15.1)	1(0.4)	12(5.0)
O'Brien	49(15.2)	58(18.0)	66(20.5)	3(0.9)	15(4.7)
Osceola	16(11.8)	17(12.5)	23(16.9)	0(0.0)	4(2.9)
Sioux	95(22.5)	66(15.6)	59(14.0)	6(1.4)	24(5.7)

* Data gathered by the Guidance Services Section, Iowa Department of Public Instruction, as reported on the Secretary's annual report from local school districts.

TABLE III

FOLLOW-UP INFORMATION, AREA V

LOCATION OF 1971 PUBLIC HIGH SCHOOL GRADS
ON OR ABOUT JUNE 1, 1972 *

	ATTENDING PRIVATE 4 YEAR SCHOOL	ATTENDING PUBLIC 4 YEAR SCHOOL	ATTENDING PUBLIC 2 YR. SCHOOL	ATTENDING PRIVATE 2 YR. SCHOOL	ATTENDING PRIVATE TRADE, TECH, ETC.
State Totals	4494(10.5)	7958(18.6)	6692(15.7)	930(2.2)	1580(3.7)
Area Totals	268(8.9)	482(16.1)	793(26.4)	44(1.5)	155(5.2)
Buena Vista	51(14.2)	75(20.8)	49(13.6)	7(1.9)	23(6.4)
Calhoun	24(7.5)	57(17.9)	72(22.6)	8(2.5)	28(8.8)
Greene	27(12.2)	44(19.9)	26(11.8)	1(0.5)	10(4.5)
Hamilton	21(5.8)	43(11.9)	116(32.0)	10(2.8)	17(4.7)
Humboldt	17(6.2)	50(18.1)	87(31.5)	3(1.1)	5(1.8)
Pocahontas	28(13.2)	54(25.4)	52(24.4)	5(2.4)	10(4.7)
Sac	34(11.2)	70(23.1)	46(15.2)	3(1.0)	32(10.6)
Webster	41(6.1)	58(8.6)	56(38.0)	3(0.5)	14(2.1)
Wright	40(11.3)	41(11.6)	112(31.6)	6(1.7)	20(5.7)

* Data gathered by the Guidance Services Section, Iowa Department of Public Instruction, as reported on the Secretary's annual report from local school districts.

TABLE III

FOLLOW UP INFORMATION, AREA VI

LOCATION OF 1971 PUBLIC HIGH SCHOOL GRADS ON OR ABOUT JUNE 1, 1972 *

	ATTENDING PRIVATE 4 YEAR SCHOOL	ATTENDING PUBLIC 4 YR. SCHOOL	ATTENDING PUBLIC 2 YR. SCHOOL	ATTENDING PRIVATE 2 YEAR SCHOOL	ATTENDING PRIVATE TRADE,TECH,ETC.
State Totals	4494(10.5)	7958(18.6)	6692(15.7)	930(2.2)	1580(3.7)
Area Totals	162(9.9)	252(15.5)	401(24.6)	14(0.9)	74(4.5)
Grundy	34(12.1)	60(21.4)	44(15.7)	14(5.0)	12(4.3)
Hardin	40(8.5)	72(15.2)	157(33.2)	5(1.1)	36(7.6)
Marshall	37(6.3)	83(14.1)	175(29.7)	2(0.3)	20(3.4)
Poweshiek	43(15.8)	49(18.0)	26(9.6)	2(0.7)	8(2.9)
Tama	51(14.2)	60(16.7)	70(19.5)	4(1.1)	18(5.0)

* Data gathered by the Guidance Services Section, Iowa Department of Public Instruction, as reported on the Secretary's annual report from local school districts.

TABLE III

FOLLOW-UP INFORMATION, AREA VII

LOCATION OF 1971 PUBLIC HIGH SCHOOL GRADS ON OR ABOUT JUNE 1, 1972 *

	ATTENDING PRIVATE 4 YEAR SCHOOL	ATTENDING PUBLIC 4 YEAR SCHOOL	ATTENDING PUBLIC 2 YR. SCHOOL	ATTENDING PRIVATE 2 YEAR SCHOOL	ATTENDING PRIVATE TRADE, TECH, ETC.
State Totals	4494(10.5)	7958(18.6)	6692(15.7)	930(2.2)	1580(3.7)
Area Totals	299(9.6)	735(23.5)	419(13.4)	38(1.2)	114(3.6)
Blackhawk	114(6.6)	505(29.3)	202(11.7)	8(0.5)	49(2.8)
Bremer	76(13.7)	87(15.7)	69(12.5)	1(0.2)	29(5.2)
Buchanan	38(15.1)	41(16.3)	45(17.9)	0(0.0)	4(1.6)
Butler	25(8.5)	44(15.0)	46(15.7)	16(5.5)	15(5.1)
Grundy	34(12.1)	60(21.4)	44(15.7)	14(5.0)	12(4.3)
Tama	51(14.2)	60(16.7)	70(19.5)	4(1.1)	18(5.0)

* Data gathered by the Guidance Services Section, Iowa Department of Public Instruction, as reported on the Secretary's annual report from local school districts.

TABLE III

FOLLOW-UP INFORMATION, AREA IX

LOCATION OF 1971 PUBLIC HIGH SCHOOL GRADS ON OR ABOUT JUNE 1, 1972 *

	ATTENDING PRIVATE 4 YEAR SCHOOL	ATTENDING PUBLIC 4 YEAR SCHOOL	ATTENDING PUBLIC 2 YR. SCHOOL	ATTENDING PRIVATE 2 YEAR SCHOOL	ATTENDING PRIVATE TRADE,TECH,ETC.
State Totals	4494(10.5)	7958(18.6)	6692(15.7)	930(2.2)	1580(3.7)
Area Totals	475(12.7)	589(15.7)	471(12.6)	120(3.2)	115(3.1)
Clinton	70(8.2)	95(11.1)	176(20.5)	62(7.2)	33(3.8)
Jackson	40(13.6)	28(9.5)	35(11.9)	5(1.7)	11(3.7)
Louisa	22(10.5)	15(7.2)	37(17.7)	0(0.0)	12(5.7)
Muscatine	37(6.7)	41(7.4)	111(20.0)	4(0.7)	7(1.3)
Scott	305(16.7)	409(22.3)	115(6.3)	49(2.7)	55(3.0)

* Data gathered by the Guidance Services Section, Iowa Department of Public Instruction, as reported on the Secretary's annual report from local school districts.

TABLE III

FOLLOW-UP INFORMATION, AREA X

LOCATION OF 1971 PUBLIC HIGH SCHOOL GRADS
ON OR ABOUT JUNE 1, 1972 *

	ATTENDING PRIVATE 4 YEAR SCHOOL	ATTENDING PUBLIC 4 YEAR SCHOOL	ATTENDING PUBLIC 2 YR. SCHOOL	ATTENDING PRIVATE 2 YEAR SCHOOL	ATTENDING PRIVATE TRADE,TECH,ETC.
State Totals	4494(10.5)	7958(18.6)	6692(15.7)	930(2.2)	1580(3.7)
Area Totals	301(6.8)	184(26.8)	611(13.8)	27(0.6)	95(2.2)
Benton	39(10.9)	67(18.7)	39(10.9)	6(1.7)	25(7.0)
Cedar	29(13.0)	28(12.6)	39(17.5)	0(0.0)	8(3.6)
Iowa	42(12.9)	59(18.1)	42(12.9)	3(0.9)	3(0.9)
Johnson	40(6.5)	225(36.5)	74(12.0)	3(0.5)	14(2.3)
Jones	43(11.9)	16(19.1)	37(10.2)	1(0.3)	23(6.4)
Linn	98(4.2)	679(29.4)	354(15.3)	10(0.4)	16(0.7)
Washington	20(6.5)	65(21.0)	44(14.2)	4(1.3)	9(2.9)

* **Data gathered by the Guidance Services Section, Iowa Department of Public Instruction, as reported on the Secretary's annual report from local school districts.**

TABLE III

FOLLOW-UP INFORMATION, AREA XI

LOCATION OF 1971 PUBLIC HIGH SCHOOL GRADS
ON OR ABOUT JUNE 1, 1972 *

	ATTENDING PRIVATE 4 YEAR SCHOOL	ATTENDING PUBLIC 4 YEAR SCHOOL	ATTENDING PUBLIC 2 YR. SCHOOL	ATTENDING PRIVATE 2 YR. SCHOOL	ATTENDING PRIVATE TRADE, TECH, ETC.
State Totals	4494(10.5)	7958(18.6)	6692(15.7)	930(2.2)	1580(3.7)
Area Totals	797(10.3)	1681(21.8)	869(11.3)	340(4.4)	221(2.9)
Audubon	22(11.4)	46(23.8)	20(10.4)	2(1.0)	12(6.2)
Boone	19(4.7)	49(12.0)	106(26.0)	7(1.7)	17(4.2)
Carroll	26(11.9)	45(20.6)	19(8.7)	7(3.2)	16(7.3)
Dallas	37(8.4)	82(18.6)	40(9.1)	6(1.4)	12(2.7)
Guthrie	21(7.7)	48(17.7)	41(15.1)	7(2.3)	8(2.9)
Jasper	65(11.2)	108(18.7)	77(13.3)	12(2.1)	16(2.8)
Madison	14(7.5)	43(23.0)	19(10.2)	4(2.1)	10(5.4)
Marion	49(11.6)	54(12.8)	43(10.2)	8(1.9)	18(4.3)
Polk	446(11.8)	861(22.8)	366(9.7)	256(6.8)	83(2.2)
Story	49(6.0)	269(32.9)	106(13.0)	19(2.3)	15(1.8)
Warren	49(12.6)	76(19.6)	32(8.2)	12(3.1)	14(3.6)

* Data gathered by the Guidance Services Section, Iowa Department of Public Instruction, as reported on the Secretary's annual report from local school districts.

TABLE III

FOLLOW-UP INFORMATION, AREA XII

LOCATION OF 1971 PUBLIC HIGH SCHOOL GRADS ON OR ABOUT JUNE 1, 1972 *

	ATTENDING PRIVATE 4 YEAR SCHOOL	ATTENDING PUBLIC 4 YEAR SCHOOL	ATTENDING PUBLIC 2 YR. SCHOOL	ATTENDING PRIVATE 2 YR. SCHOOL	ATTENDING PRIVATE TRADE, TECH, ETC.
State Totals	4494(10.5)	7958(18.6)	6692(15.7)	930(2.2)	1580(3.7)
Area Totals	415(14.4)	550(19.1)	287(10.0)	24(0.8)	115(4.0)
Cherokee	36(10.3)	97(27.8)	36(10.3)	1(0.3)	16(4.6)
Crawford	45(12.5)	64(17.8)	39(10.8)	1(0.3)	26(7.2)
Ida	18(10.1)	41(22.9)	24(13.4)	1(0.6)	11(6.2)
Monona	36(14.9)	25(10.4)	26(10.8)	3(1.2)	12(5.0)
Plymouth	62(14.9)	75(18.0)	46(11.1)	11(2.6)	31(7.5)
Woodbury	238(16.5)	273(19.0)	131(9.1)	8(0.6)	26(1.8)

* Data gathered by the Guidance Services Section, Iowa Department of Public Instruction, as reported on the Secretary's annual report from local school districts.

TABLE III

FOLLOW-UP INFORMATION, AREA XIII

LOCATION OF 1971 PUBLIC HIGH SCHOOL GRADS ON OR ABOUT JUNE 1, 1972 *

	ATTENDING PRIVATE 4 YEAR SCHOOL	ATTENDING PUBLIC 4 YEAR SCHOOL	ATTENDING PUBLIC 2 YR. SCHOOL	ATTENDING PRIVATE 2 YR. SCHOOL	ATTENDING PRIVATE TRADE, TECH, ETC.
State Totals	4494(10.5)	7958(18.6)	6692(15.7)	930(2.2)	1580(3.7)
Area Totals	253(9.0)	544(19.2)	342(12.1)	18(0.6)	155(5.5)
Cass	35(10.0)	89(25.4)	36(10.3)	4(1.1)	16(4.6)
Fremont	13(7.5)	48(27.8)	16(9.2)	1(0.6)	5(2.9)
Harrison	31(11.0)	43(15.2)	30(10.6)	3(1.1)	15(5.3)
Mills	14(8.1)	46(26.4)	18(10.3)	1(0.6)	12(6.9)
Page	26(9.6)	54(20.0)	70(25.9)	1(0.4)	28(10.4)
Pottawattamie	114(8.9)	205(16.0)	134(10.5)	7(0.6)	48(3.8)
Shelby	20(6.8)	59(20.0)	38(12.9)	1(0.3)	31(10.5)

* Data gathered by the Guidance Services Section, Iowa Department of Public Instruction, as reported on the Secretary's annual report from local school districts.

TABLE III

FOLLOW-UP INFORMATION, AREA XIV

LOCATION OF 1971 PUBLIC HIGH SCHOOL GRADS
ON OR ABOUT JUNE 1, 1972 *

	ATTENDING PRIVATE 4 YEAR SCHOOL	ATTENDING PUBLIC 4 YR. SCHOOL	ATTENDING PUBLIC 2 YR. SCHOOL	ATTENDING PRIVATE 2 YR. SCHOOL	ATTENDING PRIVATE TRADE,TECH,ETC.
State Totals	4494(10.5)	7958(18.6)	6692(15.7)	930(2.2)	1580(3.7)
Area Totals	101(8.6)	205(17.5)	251(21.4)	17(1.5)	63(5.4)
Adair	5(3.9)	32(24.6)	37(28.5)	1(0.8)	11(8.5)
Adams	11(10.6)	26(25.0)	15(14.4)	3(2.9)	8(7.7)
Clarke	11(8.6)	12(9.4)	21(16.4)	3(2.3)	15(11.7)
Decatur	21(14.8)	16(11.3)	11(7.7)	1(0.7)	8(5.6)
Montgomery	13(6.6)	48(24.4)	47(23.9)	3(1.5)	6(3.1)
Ringgold	8(8.3)	21(21.7)	26(26.8)	0(0.0)	0(0.0)
Taylor	10(6.8)	22(14.9)	25(16.9)	4(2.7)	9(6.1)
Union	22(9.7)	28(12.3)	69(30.4)	2(0.9)	6(2.6)

* Data gathered by the Guidance Services Section, Iowa Department of Public Instruction, as reported on the Secretary's annual report from local school districts.

TABLE III

FOLLOW-UP INFORMATION, AREA XV

LOCATION OF 1971 PUBLIC HIGH SCHOOL GRADS ON OR ABOUT JUNE 1, 1972 *

	ATTENDING PRIVATE 4 YEAR SCHOOL	ATTENDING PUBLIC 4 YR. SCHOOL	ATTENDING PUBLIC 2 YR. SCHOOL	ATTENDING PRIVATE 2 YR. SCHOOL	ATTENDING PRIVATE TRADE, TECH, ETC.
State Totals	4494(10.5)	7958(18.6)	6692(15.7)	930(2.2)	1580(3.7)
Area Totals	291(11.9)	332(13.6)	299(12.3)	138(5.7)	89(3.7)
Appanoose	15(7.6)	9(4.6)	77(38.9)	2(1.0)	8(4.0)
Davis	13(10.2)	5(3.9)	10(7.8)	21(16.4)	6(4.7)
Jefferson	58(30.2)	22(11.5)	18(9.4)	5(2.6)	3(1.6)
Keokuk	25(9.7)	45(17.5)	16(6.2)	16(6.2)	6(2.3)
Lucas	25(15.2)	35(21.2)	15(9.1)	0(0.0)	7(4.2)
Mahaska	49(16.0)	71(23.2)	22(7.2)	3(1.0)	6(2.0)
Monroe	15(9.8)	11(7.2)	41(26.8)	2(1.3)	6(3.9)
Van Buren	26(19.1)	20(14.7)	21(15.4)	1(0.7)	5(3.7)
Wapello	61(7.9)	93(12.1)	62(8.0)	88(11.4)	31(4.0)
Wayne	4(3.1)	21(16.2)	17(13.1)	0(0.0)	11(8.5)

* Data gathered by the Guidance Services Section, Iowa Department of Public Instruction, as reported on the Secretary's annual report from local school districts.

TABLE III

FOLLOW-UP INFORMATION, AREA XVI

LOCATION OF 1971 PUBLIC HIGH SCHOOL GRADS ON OR ABOUT JUNE 1, 1972 *

	ATTENDING PRIVATE 4 YEAR SCHOOL	ATTENDING PUBLIC 4 YR. SCHOOL	ATTENDING PUBLIC 2 YR. SCHOOL	ATTENDING PRIVATE 2 YR. SCHOOL	ATTENDING PRIVATE TRADE,TECH,ETC.
State Totals	4494(10.5)	7958(18.6)	6692(15.7)	930(2.2)	1580(3.7)
Area Totals	132(9.8)	180(13.4)	379(28.2)	10(0.7)	40(3.0)
Des Moines	37(9.4)	48(12.2)	138(35.0)	3(0.8)	9(2.3)
Henry	46(14.7)	51(16.2)	72(22.9)	4(1.3)	11(3.5)
Lee	40(7.4)	74(13.7)	148(27.4)	3(0.6)	14(2.6)
Louisa	22(10.5)	15(7.2)	37(17.7)	0(0.0)	12(5.7)

* Data gathered by the Guidance Services Section, Iowa Department of Public Instruction, as reported on the Secretary's annual report from local school districts.

TABLE IV
AREA I

SUMMARY OF HIGH SCHOOL GRADUATE FOLLOW-UP FOR THE AREA AND STATE FOR FOUR SELECTED YEARS - 1964, 1969, 1971, 1972

		AREA I TOTALS		STATE TOTALS	
		Number	%	Number	%
1964 -	Attending 4 year*	602	28.0	10934	32.6
	Attending 2 year	62	2.9	3379	10.1
	Totals	664	30.9	14313	42.7
	Total H.S. Grads	2152		33555	
**1969 -	Attending 4 year	524	30.7	13717	33.3
	Attending 2 year	281	16.4	7439	18.1
	Totals	805	47.1	21156	51.4
	Total H.S. Grads	1709		41172	
** 1971	Attending 4 year	848	26.3	12452	29.1
	Attending 2 year	387	12.0	6692	15.7
	Totals	1235	38.3	18704	44.8
	Total H.S. Grads	3225		42695	
1972	Attending 4 year	733	22.3	11482	26.4
	Attending 2 year	468	14.2	6306	14.5
	Totals	1201	36.5	17788	40.9
	Total H.S. Grads	3290		43445	

* All totals reported are for 2 year public and 4 year public and private schools.
** Does not include segments of Area VIII which became part of Area I.

TABLE IV

AREA II

SUMMARY OF HIGH SCHOOL GRADUATE FOLLOW-UP FOR THE AREA AND STATE FOR FOUR SELECTED YEARS - 1964, 1969, 1971, 1972

	AREA II TOTALS		STATE TOTALS	
	#	%	#	%
1964 - Attending 4 year	548	23.2	10934	32.6
Attending 2 year	544	23.0	3379	10.1
Totals	1092	46.2	14313	42.7
Total H.S. Grads	2362		33555	
1969 - Attending 4 year	750	31.0	13717	33.3
Attending 2 year	737	30.5	7439	18.1
Totals	1487	61.5	21156	51.4
Total H.S. Grads	2419		41172	
1971 - Attending 4 year	560	22.7	12452	29.2
Attending 2 year	615	24.9	6252	14.6
Totals	1175	47.6	18704	43.8
Total H.S. Grads	2473		42695	
1972 - Attending 4 year	474	20.1	11482	26.4
Attending 2 year	519	22.0	6306	14.5
Totals	993	42.1	17788	40.9
Total H.S. Grads	2355		43445	

TABLE IV
AREA III

SUMMARY OF HIGH SCHOOL GRADUATE FOLLOW-UP FOR THE AREA AND STATE FOR FOUR SELECTED YEARS - 1964, 1969, 1971, 1972

	AREA III TOTALS		STATE TOTALS	
	Number	%	Number	%
1964 - Attending 4 year	374	29.3	10934	32.6
Attending 2 year	181	14.2	3379	10.1
Totals	555	43.5	14313	42.7
Total H.S. Grads	1277		33555	
1969 - Attending 4 year	421	28.6	13717	33.3
Attending 2 year	411	28.0	7439	18.1
Totals	832	56.6	21156	51.4
Total H.S. Grads	1470		41172	
1971 - Attending 4 year	408	27.6	12452	29.2
Attending 2 year	369	25.0	6252	14.6
Totals	777	52.6	18704	43.8
Total H.S. Grads	1476		42695	
1972 - Attending 4 year	384	24.9	11482	26.4
Attending 2 year	358	23.2	6306	14.5
Totals	1042	48.1	17788	
Total H.S. Grads	1544		43445	

TABLE IV
AREA IV

SUMMARY OF HIGH SCHOOL GRADUATE FOLLOW-UP FOR THE AREA AND STATE FOR FOUR SELECTED YEARS - 1964, 1969, 1971, 1972

	AREA IV TOTALS		STATE TOTALS	
	#	%	#	%
1964 - Attending 4 year	442	39.9	10934	32.6
Attending 2 year	38	3.4	3379	10.1
Totals	480	43.3	14313	42.7
Total H.S. Grads	1109		33555	
1969 - Attending 4 year	413	36.8	13717	33.3
Attending 2 year	185	16.5	7439	18.1
Totals	598	53.3	21156	51.4
Total H.S. Grads	1125		41172	
1971 - Attending 4 year	408	33.3	12452	29.2
Attending 2 year	199	16.3	6252	14.6
Totals	607	49.6	18704	43.8
Total H.S. Grads	1224		42695	
1972 - Attending 4 year	408	30.3	11482	26.4
Attending 2 year	163	12.1	6306	14.5
Totals	571	42.4	17788	40.9
Total H.S. Grads	1348		43445	

TABLE IV
AREA V

SUMMARY OF HIGH SCHOOL GRADUATE FOLLOW-UP FOR THE AREA AND STATE FOR FOUR SELECTED YEARS - 1964, 1969, 1971, 1972

	AREA V TOTALS		STATE TOTALS	
	Number	%	Number	%
1964 - Attending 4 year	668	29.7	10934	32.6
Attending 2 year	458	20.3	3379	10.1
Totals	1126	50.0	14313	42.7
Total Grads	2252		33555	
1969 - Attending 4 year	914	30.2	13717	33.3
Attending 2 year	877	28.9	7439	18.1
Totals	1791	59.1	21156	51.4
Total H.S. Grads	3031		41172	
1971 - Attending 4 year	750	25.0	12452	29.2
Attending 2 year	793	26.4	6252	14.6
Totals	1543	51.4	18704	43.8
Total H.S. Grads	2999		42695	
1972 - Attending 4 year	769	25.8	11482	26.4
Attending 2 year	715	24.0	6306	14.5
Totals	1484	49.8	17788	40.9
Total H.S. Grads	2975		43445	

TABLE IV
AREA VI

SUMMARY OF HIGH SCHOOL GRADUATE FOLLOW-UP FOR THE AREA AND STATE FOR FOUR SELECTED YEARS - 1964, 1969, 1971, 1972

	AREA VI TOTALS		STATE TOTALS	
	Number	%	Number	%
1964 - Attending 4 year	418	28.5	10934	32.6
Attending 2 year	296	20.2	3379	10.1
Totals	714	48.8	14313	42.7
Total H.S. Grads	1462		33555	
1969 - Attending 4 year	525	29.8	13717	33.3
Attending 2 year	495	28.1	7439	18.1
Totals	1020	57.9	21156	51.4
Total H.S. Grads	1759		41172	
1971 - Attending 4 year	414	25.4	12452	29.2
Attending 2 year	401	24.6	6252	14.6
Totals	815	50.0	18704	43.8
Total H.S. Grads	1631		42695	
1972 - Attending 4 year	441	25.1	11482	26.4
Attending 2 year	376	21.4	6306	14.5
Totals	817	46.5	17788	40.9
Total H.S. Grads	1759	43445		

TABLE IV

AREA VII

SUMMARY OF HIGH SCHOOL GRADUATE FOLLOW-UP FOR THE AREA AND STATE FOR FOUR SELECTED YEARS - 1964, 1969, 1971, 1972

	AREA VII TOTALS		STATE TOTALS	
	#	%	#	%
1964 - Attending 4 year	811	31.5	10934	32.6
Attending 2 year	153	5.9	3379	10.1
Totals	964	37.4	14313	42.7
Total H.S. Grads	2572		33555	
1969 - Attending 4 year	932	28.9	13717	33.3
Attending 2 year	527	16.4	7439	18.1
Totals	1459	43.3	21156	51.4
Total H.S. Grads	3220		41172	
1971 - Attending 4 year	1034	33.0	12452	29.2
Attending 2 year	419	13.4	6252	14.6
Totals	1453	46.4	18704	43.8
Total H.S. Grads	3129		42695	
1972 - Attending 4 year	938	28.4	11482	26.4
Attending 2 year	321	9.7	6306	14.5
Totals	1259	38.1	17788	40.9
Totals H.S. Grads	3298		43445	

TABLE IV

AREA IX

SUMMARY OF HIGH SCHOOL GRADUATE FOLLOW-UP FOR THE AREA AND STATE FOR FOUR SELECTED YEARS - 1964, 1969, 1971, 1972

	Area IX Totals		State Totals	
	Number	%	Number	%
1964 - Attending 4 year	875	29.5	10934	32.6
Attending 2 year	378	12.8	3379	10.1
Totals	1253	42.3	14313	42.7
Total H.S. Grads	2962		33555	
1969 - Attending 4 year	1014	29.0	13717	33.3
Attending 2 year	497	14.2	7439	18.1
Totals	1511	43.2	21156	51.4
Total H.S. Grads	3502		41172	
1971 - Attending 4 year	1064	28.4	12452	29.2
Attending 2 year	471	12.6	6252	14.6
Totals	1535	41.0	18704	43.8
Total H.S. Grads	3742		42695	
1972 - Attending 4 year	1058	27.1	11482	26.4
Attending 2 year	386	9.9	6306	14.5
Totals	1444	37.0	17788	40.9
Total H.S. Grads	3900		43445	

TABLE IV

AREA X

SUMMARY OF HIGH SCHOOL GRADUATE FOLLOW-UP FOR THE AREA AND STATE FOR FOUR SELECTED YEARS - 1964, 1969, 1971, 1972

	AREA X TOTALS		STATE TOTALS	
	Number	%	Number	%
1964 - Attending 4 year	1381	39.6	10934	32.6
Attending 2 year	144	4.1	3379	10.1
Totals	1525	43.7	14313	42.7
Total H.S. Grads	3489		33555	
1969 - Attending 4 year	1607	37.7	13717	33.3
Attending 2 year	782	18.3	7439	18.1
Totals	2389	56.0	21156	51.4
Total H.S. Grads	4262		41172	
1971 - Attending 4 year	1485	33.6	12452	29.2
Attending 2 year	611	13.9	6252	14.6
Totals	2096	47.5	18704	43.8
Total H.S. Grads	44.7		42695	
1972 - Attending 4 year	1310	32.0	11482	26.5
Attending 2 year	495	12.1	6306	14.5
Totals	1805	44.1	17788	40.9
Total H.S. Grads	4094		43445	

NOTE: Three school districts did not report in 1972.

TABLE IV
AREA XI

SUMMARY OF HIGH SCHOOL GRADUATE FOLLOW-UP FOR THE AREA AND STATE FOR FOUR SELECTED YEARS - 1964, 1969, 1971, 1972

FOR FOUR SELECTED YEARS

	Area XI Totals		State Totals	
	Number	%	Number	%
1964 - Attending 4 year	2281	38.2	10934	32.6
Attending 2 year	578	9.7	3379	10.1
Totals	3059	47.9	14313	42.7
Total H.S. Grads	5969		33555	
1969 - Attending 4 year	2574	37.5	13717	33.3
Attending 2 year	719	10.5	7439	18.1
Totals	3293	48.0	21156	51.4
Total H.S. Grads	6860		41172	
1971 - Attending 4 year	2478	32.1	12452	29.2
Attending 2 year	869	11.3	6252	14.6
Totals	3347	43.4	18704	43.8
Total H.S. Grads	7711		42695	
1972 - Attending 4 year	2313	28.9	11482	26.4
Attending 2 year	949	11.9	6306	14.5
Totals	3262	40.8	17788	40.9
Total H.S. Grads	8010		43445	

TABLE IV
AREA XII

SUMMARY OF HIGH SCHOOL GRADUATE FOLLOW-UP FOR THE AREA AND STATE FOR FOUR SELECTED YEARS - 1964, 1969, 1971, 1972

	Area XII Totals		State Totals	
	Number	%	Number	%
1964 - Attending 4 year	866	41.2	10934	32.6
Attending 2 year	35	1.7	3379	10.1
Totals	901	42.9	14313	42.7
Total H.S. Grads	2099		33555	
1969 - Attending 4 year	1122	42.1	13717	33.3
Attending 2 year	295	11.1	7439	18.1
Totals	1417	53.2	21156	51.4
Total H.S. Grads	2665		41172	
1971 - Attending 4 year	965	33.5	12452	29.2
Attending 2 year	265	9.2	6252	14.6
Totals	1230	42.7	18704	43.8
Total H.S. Grads	2880		42695	
1972 Attending 4 year	832	29.7	11482	26.4
Attending 2 year	330	11.8	6306	14.5
Totals	1162	41.5	17788	40.9
Total H.S. Grads	2801		43445	

TABLE IV
AREA XIII

SUMMARY OF HIGH SCHOOL GRADUATE FOLLOW-UP FOR THE AREA AND STATE FOR FOUR SELECTED YEARS - 1964, 1969, 1971, 1972

	Area XIII Totals		State Totals	
	#	%	#	%
1964 - Attending 4 year	731	31.2	10934	32.6
Attending 2 year	103	4.4	3379	10.1
Totals	834	35.6	14313	42.7
Total H.S. Grads	2342		33555	
1969 - Attending 4 year	1064	36.0	13717	33.3
Attending 2 year	384	13.0	7439	18.1
Totals	1448	49.0	21156	51.4
Total H.S. Grads	2954		41172	
1971 - Attending 4 year	797	28.2	12452	29.2
Attending 2 year	342	12.1	6252	14.6
Totals	1139	40.3	18704	43.8
Total H.S. Grads	2827		42695	
1972 - Attending 4 year	682	24.7	11482	26.4
Attending 2 year	313	11.3	6306	14.5
Totals	995	36.0	17788	40.9
Total H.S. Grads	2759		43445	

TABLE IV
AREA XIV

SUMMARY OF HIGH SCHOOL GRADUATE FOLLOW-UP FOR THE AREA AND STATE FOR FOUR SELECTED YEARS - 1964, 1969, 1971, 1972

	Area XIV Totals		State Totals	
	Number	%	Number	%
1964 - Attending 4 year	318	28.4	10934	32.6
Attending 2 Year	151	13.5	3379	10.1
Totals	469	41.9	14313	42.7
Total H.S. Grads	1119		33555	
1969 - Attending 4 Year	399	31.8	13717	33.3
Attending 2 Year	281	22.4	7439	18.1
Totals	680	54.2	21156	51.4
Total H.S. Grads	1252		41172	
1971 - Attending 4 year	306	26.1	12452	29.2
Attending 2 year	268	22.8	6252	14.6
Totals	574	48.9	18704	43.8
Total H.S. Grads	1173		42695	
1972 - Attending 4 year	290	22.6	11482	26.4
Attending 2 year	224	17.5	6306	14.5
Totals	514	40.1	17788	40.9
Total H.S. Grads	1284		43445	

TABLE IV

AREA XV

SUMMARY OF HIGH SCHOOL GRADUATE FOLLOW-UP FOR THE AREA AND STATE FOR FOUR SELECTED YEARS - 1964, 1969, 1971, 1972

	Area XV Totals		State Totals	
	Number	%	Number	%
1964 - Attending 4 year	676	31.3	10934	32.6
Attending 2 year	164	7.6	3379	10.1
Totals	840	38.9	14313	42.7
Total H.S. Grads	2163		33555	
1969 - Attending 4 year	746	29.0	13717	33.3
Attending 2 year	431	16.8	7439	18.1
Totals	1177	45.8	21156	51.4
Total H.S. Grads	2573		41172	
1971 - Attending 4 year	623	25.6	12452	29.2
Attending 2 year	299	12.3	6252	14.6
Totals	922	37.9	18704	43.8
Total H.S. Grads	2437		42695	
1972 - Attending 4 year	546	21.4	11482	26.4
Attending 2 year	314	12.3	6306	14.5
Totals	860	33.7	17788	40.9
Total H.S. Grads	2551		43445	

TABLE IV

AREA XVI

SOUTHEASTERN IOWA AREA COMMUNITY COLLEGE

SUMMARY OF GRADUATE FOLLOW-UP
For Four Selected Years

	Area XVI Totals		State Totals	
	Number	%	Number	%
1964 - Attending 4 year	330	24.9	10934	32.6
Attending 2 year	287	21.6	3379	10.1
Totals	617	46.5	14313	42.7
Total H.S. Grads	1327		33555	
1969 - Attending 4 year	405	25.1	13717	33.3
Attending 2 year	434	26.9	7439	18.1
Totals	839	52.0	21156	51.4
Total H.S. Grads	1615		41172	
1970 - Attending 4 year	385	24.8	13460	31.8
Attending 2 year	449	29.0	7353	17.4
Totals	834	53.8	20813	49.2
Total H.S. Grads	1550		42261	
1971 - Attending 4 year	312	23.2	12452	29.2
Attending 2 year	379	28.2	6252	14.6
Totals	691	51.4	18704	43.8
Total H.S. Grads	1345		42695	

TABLE V

COUNTY-WIDE COMPARISONS 1964 VS. 1971

FOLLOW-UP OF H.S. GRADUATES

AREA I

		1964		1971	
		Number	%	Number	%
Allamakee	4 year*	15	7.9	75	28.8
	2 year	7	3.7	32	12.3
	Totals	22	11.6	107	41.1
	Total Grads	191		260	
Chickasaw	4 year	64	28.8	72	27.3
	2 year	19	8.6	31	11.7
	Totals	83	37.4	103	39.0
	Total Grads	222		264	
Clayton	4 year	93	29.6	86	19.7
	2 year	4	1.3	43	9.8
	Totals	97	30.9	129	29.5
	Total Grads	314		437	
Delaware	4 year	66	30.6	87	26.4
	2 year	6	2.8	40	12.2
	Totals	72	33.4	127	38.6
	Total Grads	216		329	
Dubuque	4 year	131	28.9	214	23.5
	2 year	7	1.5	77	8.4
	Totals	138	30.4	291	31.9
	Total Grads	454		912	
Fayette	4 year	111	27.8	166	29.5
	2 year	15	3.8	76	13.5
	Totals	126	31.6	242	43.0
	Total Grads	400		562	
Howard	4 year	51	28.2	47	20.8
	2 year	4	2.2	44	19.5
	Totals	55	30.4	91	40.3
	Total Grads	181		226	
Winneshiek	4 year	71	40.8	116	39.5
	2 year	0	0.0	48	16.3
	Totals	71	40.8	164	55.8
	Total Grads	174		294	

* All totals reported are for 2 year public and 4 year public and private schools.

TABLE V

COUNTY-WIDE COMPARISONS 1964 VS. 1971
FOLLOW-UP OF H.S. GRADS
AREA II

		1964		1971	
		#	%	#	%
Butler	4 year	45	17.3	69	23.5
	2 year	39	15.0	46	15.7
	Totals	84	32.3	115	39.2
	Total Grads	260		293	
Cerro Gordo	4 year	87	15.7	152	18.9
	2 year	201	36.4	274	34.1
	Totals	288	52.1	426	53.0
	Total Grads	553		803	
Floyd	4 year	76	25.7	82	21.9
	2 year	56	18.9	79	21.1
	Totals	132	44.6	161	43.0
	Total Grads	296		374	
Franklin	4 year	69	39.0	53	27.9
	2 year	32	18.1	43	22.6
	Totals	101	57.1	96	50.5
	Total Grads	177		190	
Hancock	4 year	56	26.2	60	24.5
	2 year	34	15.9	70	28.6
	Totals	90	42.1	130	53.1
	Total Grads	214		245	
Mitchell	4 year	36	21.8	62	21.3
	2 year	34	20.6	34	13.3
	Totals	70	42.4	96	34.6
	Total Grads	165		278	
Winnebago	4 year	68	27.6	68	24.5
	2 year	38	15.5	40	14.4
	Totals	106	43.1	108	38.9
	Total Grads	246		278	
Worth	4 year	30	22.9	32	24.4
	2 year	29	22.1	31	23.7
	Totals	59	45.0	63	48.1
	Total Grads	131		131	
Wright	4 year	81	25.3	81	22.9
	2 year	81	25.3	112	32.6
	Totals	162	50.6	193	55.5
	Total Grads	320		354	

TABLE V

COUNTY WIDE COMPARISONS 1964 VS. 1971

FOLLOW-UP OF H.S. GRADS

AREA III

		1964		1971	
		Number	%	Number	%
Clay	4 year	106	35.3	120	31.1
	2 year	18	6.0	66	17.1
	Totals	124	41.3	186	48.2
	Total Grads	300		386	
Dickinson	4 year	62	30.4	86	32.2
	2 year	28	13.7	56	21.0
	Totals	90	44.1	142	53.2
	Total Grads	204		267	
Emmet	4 year	49	21.8	62	22.5
	2 year	69	30.4	95	34.5
	Totals	118	52.2	157	57.0
	Total Grads	227		275	
Kossuth	4 year	92	32.2	79	28.7
	2 year	27	9.4	56	20.4
	Totals	119	41.6	135	49.1
	Total Grads	286		275	
Palo Alto	4 year	65	25.0	61	22.3
	2 year	39	19.8	96	35.2
	Totals	104	44.8	157	57.5
	Total Grads	260		273	

NOTE: One school district (Mallard) did not report in 1972.

TABLE V

COUNTY-WIDE COMPARISONS 1964 VS. 1971

FOLLOW-UP OF H.S. GRADS

AREA IV

		1964		1971	
		#	%	#	%
Cherokee	4 year	114	47.0	133	38.1
	2 year	1	0.0	36	10.3
	Totals	115	47.0	169	48.4
	Total Grads	249		349	
Lyon	4 year	79	37.3	62	26.1
	2 year	7	3.3	36	15.1
	Totals	87	40.6	98	41.2
	Total Grads	217		238	
O'Brien	4 year	98	34.4	107	33.2
	2 year	15	5.3	66	20.5
	Totals	113	39.7	173	53.7
	Total Grads	285		322	
Osceola	4 year	39	37.1	33	24.3
	2 year	13	12.4	23	16.9
	Totals	52	49.5	56	41.2
	Total Grads	105		136	
Sioux	4 year	112	44.3	161	38.2
	2 year	2	0.8	59	14.0
	Totals	114	45.1	220	52.2
	Total Grads	253		422	

TABLE V

COUNTY-WIDE COMPARISONS 1964 VS. 1971
FOLLOW-UP OF H.S. GRADS
AREA V

		1964		1971	
		Number	%	Number	%
Buena Vista	4 year	128	47.6	126	35.0
	2 year	11	4.1	49	13.6
	Totals	139	51.7	175	48.6
	Total Grads	269		360	
Calhoun	4 year	96	34.4	81	25.4
	2 year	29	10.4	72	22.6
	Totals	125	44.8	153	48.0
	Total Grads	279		319	
Greene	4 year	83	39.5	71	32.1
	2 year	10	4.7	26	11.8
	Totals	93	44.2	97	43.9
	Total Grads	210		221	
Hamilton	4 year	54	17.7	64	17.6
	2 year	103	33.8	116	32.0
	Totals	157	51.5	180	49.6
	Total Grads	305		363	
Humbolt	4 year	55	29.9	67	24.3
	2 year	35	19.0	87	31.5
	Totals	90	48.9	154	55.8
	Total Grads	184		276	
Pocahontas	4 year	61	37.7	82	38.5
	2 year	16	9.9	52	24.4
	Totals	77	47.6	134	62.9
	Total Grads	162		213	
Sac	4 year	91	40.3	104	34.3
	2 year	17	7.5	46	15.2
	Totals	108	47.8	150	49.5
	Total Grads	226		303	
Webster	4 year	74	15.4	99	14.7
	2 year	191	39.7	256	38.0
	Totals	265	55.1	355	52.7
	Total Grads	481		673	
Wright	4 year	81	25.3	81	22.9
	2 year	81	25.3	112	31.6
	Totals	162	50.6	193	54.5
	Total Grads	320		354	

TABLE V

COUNTY-WIDE COMPARISON 1964 VS. 1971

FOLLOW-UP OF H.S. GRADS

AREA VI

		1964		1971	
		Number	%	Number	%
Grundy	4 year	74	34.6	94	33.5
	2 year	25	11.7	44	15.7
	Totals	99	46.3	138	49.2
	Total Grads	234		281	
Hardin	4 year	78	22.6	112	23.7
	2 year	110	31.9	157	33.2
	Totals	188	54.5	269	56.9
	Total Grads	345		473	
Marshall	4 year	93	27.0	120	20.4
	2 year	126	36.6	175	29.7
	Totals	219	63.6	295	50.1
	Total Grads	344		589	
Poweshiek	4 year	100	37.6	92	33.8
	2 year	17	6.4	26	9.6
	Totals	117	44.0	118	43.4
	Total Grads	266		272	
Tama	4 year	73	26.7	111	30.8
	2 year	18	6.6	70	19.4
	Totals	91	33.3	181	50.2
	Total Grads	273		360	

TABLE V

COUNTY-WIDE COMPARISONS 1964 VS. 1971

FOLLOW-UP OF H.S. GRADS

AREA VII

		1964		1971	
		#	%	#	%
Blackhawk	4 year	419	35.0	619	35.9
	2 year	45	4.2	202	11.7
	Totals	464	39.2	821	47.6
	Total Grads	1196		1724	
Bremer	4 year	131	31.8	163	29.4
	2 year	16	3.9	69	12.5
	Totals	147	35.7	232	41.9
	Total Grads	412		554	
Buchanan	4 year	69	31.8	79	31.4
	2 year	10	4.6	45	17.9
	Totals	79	36.4	124	49.3
	Total Grads	217		252	
Butler	4 year	45	17.3	69	23.5
	2 year	39	15.0	46	15.7
	Totals	84	32.3	115	39.2
	Total Grads	260		293	
Grundy	4 year	74	34.6	94	33.5
	2 year	25	11.7	44	15.7
	Totals	99	46.3	138	49.2
	Total Grads	214		281	
Tama	4 year	73	26.7	111	30.8
	2 year	18	6.6	70	19.4
	Totals	91	33.3	181	50.2
	Total Grads	273		360	

TABLE V

COUNTY-WIDE COMPARISONS 1964 VS. 1971

FOLLOW-UP OF H.S. GRADS

AREA IX

		1964		1971	
		Number	%	Number	%
Clinton	4 year	149	24.9	165	19.3
	2 year	105	17.6	176	20.5
	Totals	254	42.5	341	39.8
	Total Grads	598		859	
Muscatine	4 year	70	17.4	78	14.1
	2 year	162	40.2	111	20.0
	Totals	232	57.6	189	34.1
	Total Grads	403		555	
Scott	4 year	506	37.6	714	39.0
	2 year	60	4.4	115	6.3
	Totals	566	42.0	829	45.3
	Total Grads	1353		1831	
Lousia	4 year	38	23.8	37	17.7
	2 year	26	16.4	37	17.7
	Totals	64	40.2	74	35.4
	Total Grads	160		209	
Jackson	4 year	49	26.9	68	23.1
	2 year	9	4.9	35	11.9
	Totals	58	31.8	103	35.0
	Total Grads	182		295	

TABLE V

COUNTY-WIDE COMPARISONS 1964 VS. 1971

FOLLOW-UP OF H.S. GRADS

AREA X

		1964		1971	
		Number	%	Number	%
Benton	4 year	121	31.3	106	29.6
	2 year	10	2.7	39	10.9
	Totals	131	34.0	145	40.5
	Total Grads	371		359	
Cedar *	4 year	63	23.7	57	25.6
	2 year	16	6.2	39	17.5
	Totals	79	29.9	96	43.1
	Total Grads	266		223	
Iowa	4 year	94	33.5	111	31.0
	2 year	5	1.9	42	12.9
	Totals	99	35.4	153	43.9
	Total Grads	281		326	
Johnson	4 year	200	52.8	265	43.0
	2 year	14	3.7	74	12.0
	Totals	214	56.5	339	55.0
	Total Grads	379		616	
Jones	4 year	84	29.1	112	31.0
	2 year	8	2.8	37	10.3
	Totals	92	31.9	149	41.3
	Total Grads	289		361	
Linn *	4 year	710	43.8	777	33.6
	2 year	65	4.0	354	15.3
	Totals	775	47.8	1131	48.9
	Total Grads	1623		2312	
Washington	4 year	109	38.9	85	27.5
	2 year	26	9.3	44	14.2
	Totals	135	48.2	129	41.7
	Total Grads	280		307	

NOTE: Some school districts (Cedar Rapids, Tipton, and Lowden) did not provide complete data.

TABLE V

COUNTY-WIDE COMPARISONS 1964 VS. 1971
FOLLOW-UP OF H.S. GRADS
AREA XI

		1964		1971	
		Number	%	Number	%
Audobon	4 year	42	32.3	68	35.2
	2 year	5	3.9	20	10.4
	Totals	47	36.2	88	45.6
	Total Grads	130		193	
Boone	4 year	97	28.3	68	16.7
	2 year	71	29.2	106	26.0
	Totals	168	57.5	174	42.7
	Total Grads	343		407	
Carroll	4 year	85	44.0	71	32.4
	2 year	4	2.1	19	8.7
	Totals	89	46.1	90	41.1
	Total Grads	193		219	
Dallas	4 year	131	39.3	119	27.1
	2 year	11	3.4	40	9.1
	Totals	142	42.7	159	36.2
	Total Grads	333		440	
Guthrie	4 year	81	29.9	69	25.4
	2 year	13	5.5	41	15.1
	Totals	94	35.4	110	40.5
	Total Grads	271		272	
Jasper	4 year	134	28.9	173	29.9
	2 year	24	5.2	77	13.3
	Totals	158	34.1	250	43.2
	Total Grads	463		579	
Madison	4 year	64	34.8	57	30.5
	2 year	8	4.3	19	10.2
	Totals	172	39.1	76	40.7
	Total Grads	184		187	
Marion	4 year	118	34.8	103	24.3
	2 year	15	4.4	43	10.2
	Totals	133	39.2	146	34.5
	Total Grads	339		423	
Polk	4 year	1144	39.2	1307	34.5
	2 year	352	11.1	366	9.7
	Totals	1496	50.3	1673	44.2
	Total Grads	2907		3785	
Story	4 year	321	48.9	318	38.9
	2 year	69	10.5	106	13.0
	Totals	390	59.4	424	51.9
	Total Grads	656		818	
Warren	4 year	106	37.9	125	32.2
	2 year	11	3.9	32	8.2
	Totals	117	41.8	157	40.4
	Total Grads	280		388	

TABLE V

COUNTY-WIDE COMPARISONS 1964 VS. 1971

FOLLOW-UP OF H.S. GRADS

AREA XII

		1964		1971	
		Number	%	Number	%
Cherokee	4 year	114	47.0%	133	38.1%
	2 year	1	0.0%	36	10.3%
	Totals	115	47.0%	169	48.4%
	Total Grads	249		349	
Crawford	4 year	99	34.7%	109	30.3%
	2 year	3	1.1%	40	11.1%
	Totals	102	35.8%	149	41.4%
	Total Grads	285		360	
Ida	4 year	71	42.8%	59	33.0%
	2 year	3	1.8%	24	13.4%
	Totals	74	44.6%	83	46.4%
	Total Grads	166		179	
Plymouth	4 year	124	41.6%	137	32.9%
	2 year	4	1.3%	46	11.1%
	Totals	128	42.9%	183	44.0%
	Total Grads	298		416	
Monona	4 year	49	36.3%	61	25.3%
	2 year	3	2.2%	26	10.8%
	Totals	52	38.5%	87	36.1%
	Total Grads	135		241	
Woodbury	4 year	406	42.0%	511	35.5%
	2 year	21	2.2%	131	9.1%
	Totals	427	44.2%	642	44.6%
	Total Grads	966		1441	

TABLE V

COUNTY-WIDE COMPARISONS 1964 VS. 1971

FOLLOW-UP OF H.S. GRADS

AREA XIII

		1964		1971	
		Number	%	Number	%
Cass	4 year	87	33.6	124	35.3
	2 year	11	4.1	36	10.3
	Totals	98	37.7	160	45.6
	Total Grads	259		351	
Fremont	4 year	45	28.0	61	35.3
	2 year	13	8.1	16	9.3
	Totals	58	36.1	77	44.6
	Total Grads	161		173	
Harrison	4 year	60	25.2	74	26.1
	2 year	12	5.0	30	10.6
	Totals	72	30.2	104	36.7
	Total Grads	238		283	
Mills	4 year	31	23.9	60	34.5
	2 year	6	4.6	18	10.3
	Totals	37	28.5	78	44.8
	Total Grads	130		174	
Page	4 year	102	34.6	80	29.6
	2 year	39	12.9	70	25.9
	Totals	141	47.5	150	55.5
	Total Grads	295		270	
Pottawatamie	4 year	298	31.8	319	24.9
	2 year	12	1.3	134	10.5
	Totals	310	33.1	453	35.4
	Total Grads	937		1281	
Shelby	4 year	66	34.4	79	26.8
	2 year	5	2.6	38	12.9
	Totals	71	37.0	117	39.7
	Total Grads	192		295	

TABLE V
COUNTY-WIDE COMPARISONS 1964 VS. 1971
FOLLOW-UP OF H.S. GRADS
AREA XIV

		1964		1971	
		Number	%	Number	%
Adair	4 year	35	32.4	37	28.5
	2 year	11	10.2	37	28.5
	Totals	46	42.6	74	57.0
	Total Grads	108		130	
Adams	4 year	19	27.9	37	35.6
	2 year	9	13.2	15	14.9
	Totals	28	41.1	52	50.5
	Total Grads	68		104	
Clarke	4 year	45	39.5	23	18.0
	2 year	1	.9	21	16.4
	Totals	46	40.4	44	34.4
	Total Grads	114		128	
Decatur	4 year	35	25.2	37	26.1
	2 year	15	10.8	11	7.8
	Totals	50	36.0	48	33.9
	Total Grads	139		142	
Montgomery	4 year	50	29.6	61	31.0
	2 year	25	14.8	47	23.9
	Totals	75	44.4	108	54.9
	Total Grads	169		197	
Ringgold	4 year	48	33.1	29	29.9
	2 year	9	6.2	26	26.8
	Total	57	39.3	55	56.7
	Total Grads	145		97	
Taylor	4 year	49	29.7	32	22.0
	2 year	16	9.7	25	16.9
	Totals	65	39.4	57	38.9
	Total Grads	165		148	
Union	4 year	37	17.5	50	22.0
	2 year	65	30.8	69	30.4
	Totals	102	48.3	119	52.4
	Total Grads	211		227	

TABLE V
COUNTY-WIDE COMPARISONS 1964 vs. 1971
FOLLOW-UP OF H.S. GRADS
AREA XV

		1964		1971	
		Number	%	Number	%
Appanoose	4 year	29	13.4	24	12.2
	2 year	53	24.5	77	38.9
	Totals	82	37.9	101	51.1
	Total Grads	216		198	
Davis	4 year	40	33.6	18	14.1
	2 year	3	2.5	10	7.8
	Totals	43	36.1	28	21.9
	Total Grads	119		128	
Jefferson	4 year	64	39.0	80	41.7
	2 year	5	3.0	18	9.4
	Totals	69	42.0	98	51.1
	Total Grads	164		192	
Keokuk	4 year	74	34.6	70	27.2
	2 year	4	1.9	16	6.2
	Totals	78	36.5	86	33.4
	Total Grads	213		257	
Lucas	4 year	41	26.8	60	36.4
	2 year	5	3.3	15	9.1
	Totals	46	30.1	75	45.5
	Total Grads	153		165	
Mahaska	4 year	122	43.6	120	39.2
	2 year	5	1.8	22	7.2
	Totals	127	45.4	142	46.4
	Total Grads	280		306	
Monroe	4 year	30	22.2	26	17.0
	2 year	21	15.6	41	26.9
	Totals	51	37.8	67	43.9
	Total Grads	135		153	
Van Buren	4 year	53	37.1	46	33.8
	2 year	6	4.2	21	15.4
	Totals	59	41.3	67	49.2
	Total Grads	143		136	
Wapello	4 year	188	31.8	154	19.9
	2 year	40	6.8	62	8.0
	Totals	228	38.6	216	27.9
	Total Grads	591		772	
Wayne	4 year	35	23.5	25	19.3
	2 year	22	14.8	17	13.1
	Totals	57	38.3	42	32.4
	Total Grads	149		130	

TABLE V

COUNTY-WIDE COMPARISONS 1964 vs. 1971
FOLLOW UP OF H.S. GRADS

AREA XVI

		1964		1971	
		Number	%	Number	%
Des Moines	4 year	52	11.7	85	21.6
	2 year	157	35.4	138	35.0
	Totals	209	47.1	223	56.6
	Total Grads	444		394	
Henry	4 year	130	51.8	97	30.9
	2 year	17	6.8	72	22.9
	Totals	147	58.6	169	53.8
	Total Grads	251		314	
Lee	4 year	110	23.3	114	21.1
	2 year	87	18.4	148	27.4
	Totals	197	41.7	262	48.5
	Total Grads	472		541	
Louisa	4 year	38	23.8	37	17.7
	2 year	26	16.4	37	17.7
	Totals	64	40.2	74	35.4
	Total Grads	160		207	

TABLE VI

FOLLOW-UP INFORMATION - DISTRICTS IN AREA I
(DATA GATHERED BY THE ISDPI, GUIDANCE SERVICES SECTION)
1971 Graduates

	FOUR YEAR PUB./PRIV.		TWO YEAR PUBLIC		
School District	No.	%	No.	%	Total Graduates
Allamakee	48	31.8	16	10.6	151
Central Clayton	19	21.1	8	8.9	90
Decorah	69	46.9	25	17.0	147
Dubuque	203	27.4	43	5.8	742
East Allamakee	3	13.6	1	4.6	22
Edgewood Colesburg	14	21.9	5	7.8	64
Fayette	15	39.5	2	5.3	38
Fredericksburg	16	38.1	4	9.5	42
Garnavillo	8	19.5	4	9.8	41
Guttenberg	9	14.8	1	1.6	61
Howard-Winneshiek	36	22.1	23	14.1	163
Maquoketa Valley	22	23.2	13	13.7	95
Mar-Mac	3	6.3	6	12.5	48
M-F-L	22	26.8	6	7.3	82
New Hampton	41	24.3	23	13.6	169
North Fayette	35	33.0	10	9.4	106
North Winneshiek	11	30.6	6	16.7	36
Oelwein	63	34.8	20	11.1	181
Postville	24	27.6	11	12.6	87
Riceville	11	17.5	10	15.9	63
South Winneshiek	36	32.4	15	13.5	111
Starmont	25	21.7	16	13.9	115
Turkey Valley	24	20.9	28	24.4	115
Valley	23	31.5	4	5.5	73
West Central	6	12.2	5	10.2	49
West Delaware	51	30.0	22	12.9	170
Western Dubuque	11	6.5	17	10.0	170

TABLE VI

FOLLOW-UP INFORMATION - DISTRICTS IN A-II
(DATA GATHERED BY THE ISDPI, GUIDANCE SERVICES SECTION)
1971 Graduates

	FOUR YEAR PUB./PRIV.		TWO YEAR PUBLIC		
	#	%	#	%	Total Grads
Belmond	25	30.1	23	27.7	83
Britt	18	31.0	8	13.8	58
Buffalo Center	13	29.5	8	18.2	44
Cal	11	31.4	5	14.3	35
Charles City	69	29.1	37	15.6	237
Clear Lake	33	20.4	48	29.6	162
Corwith-Wesley	6	18.7	6	18.7	32
Dumont	3	13.6	4	18.2	22
Forest City	25	24.0	4	3.9	104
Garner-Hayfield	17	23.3	24	32.9	73
Greene	23	33.3	14	20.3	69
Hampton	29	26.4	26	23.6	110
Kanawha	8	25.8	8	25.8	31
Klemme	5	18.5	8	29.6	27
Lake Mills	20	23.0	15	17.2	87
Mason City	101	19.6	185	35.9	515
Meservey-Thornton	9	29.0	7	22.6	31
Nora Springs-Rock	0	0.0	10	22.7	44
North Central	17	27.4	12	19.4	62
Northwood-Kensett	15	21.7	19	27.5	69
Osage	33	29.5	21	13.0	162
Rake	2	16.7	2	16.7	12
Rockwell-Swaledale	4	8.3	9	18.8	48
Rudd-Rockford-Marble Rock	13	14.0	28	30.1	93
Saint Ansgar	29	24.8	4	3.4	117
Sheffield-Chapin	13	28.9	12	26.7	45
Thompson	8	25.8	0	0.0	31
Ventura	5	10.6	11	23.4	47
Woden-Crystal Lake	6	25.0	11	45.8	24

TABLE VI

FOLLOW UP INFORMATION - DISTRICTS IN AREA III
(DATA GATHERED BY THE ISDPI, GUIDANCE SERVICES SECTION)
1971 Graduates

	FOUR YEAR PUB./PRIV.		TWO YEAR PUBLIC		
	No.	%	No.	%	Total Grads
Algona	32	30.2	17	16.0	106
Armstrong	12	27.3	13	29.6	44
Arnolds Park	5	19.2	3	11.5	26
Ayrshire	4	18.2	9	40.9	22
Burt	3	18.8	4	25.0	16
Clay Center	11	28.3	7	18.0	39
Emmetsburg	25	21.6	49	42.2	116
Estherville	34	21.0	46	28.4	162
Everly	14	29.8	8	17.0	47
Graettinger	13	32.5	8	20.0	40
Harris - Lake Park	15	32.6	6	13.0	46
Lakota	3	20.0	0	0.0	15
Ledyard	3	20.0	6	40.0	15
Lincoln Central	6	18.2	7	21.2	33
LuVerne	1	11.1	4	44.4	9
Mallard	Not Reported		Not Reported		
Milford	18	28.1	23	35.9	64
Ringsted	10	27.8	9	25.0	36
Ruthven	10	24.4	12	29.3	41
Sentral	6	16.2	11	29.7	37
Sioux Valley	9	17.0	10	18.9	53
South Clay	12	33.4	10	27.8	36
Spencer	74	35.1	27	12.8	211
Spirit Lake	33	33.3	11	11.1	99
Swea City	15	40.5	5	13.5	37
Terril	15	46.9	6	18.8	32
Titonka	16	40.0	2	5.0	40
West Bend	9	16.7	14	25.9	54

TABLE VI

FOLLOW-UP INFORMATION - DISTRICTS IN A-IV
(DATA GATHERED BY THE ISDPI, GUIDANCE SERVICES SECTION)

1971 Graduates

	FOUR YEAR PUB./PRIV.		TWO YEAR PUBLIC		
	#	%	#	%	Total Grads
Boyden-Hull	21	32.8	4	6.3	64
Central Lyon	28	33.7	6	7.2	83
Floyd Valley	19	35.2	12	22.2	54
George	10	23.8	11	26.2	42
Hartley	17	30.9	4	7.3	55
Little Rock	4	14.3	1	3.6	28
Maurice-Orange City	34	43.0	15	19.0	79
Melvin	7	26.9	3	11.5	26
Ocheyedan	5	17.2	5	17.2	29
Paullina	22	41.5	7	13.2	53
Primghar	13	33.3	10	25.6	39
Rock Valley	28	45.2	4	6.5	62
Sanborn	8	32.0	4	16.0	25
Sheldon	35	31.8	27	24.6	110
Sibley	21	35.9	7	8.6	81
Sioux Center	32	44.4	7	9.7	72
Sutherland	12	30.0	13	32.5	40
West Lyon	20	23.5	5	5.9	85
West Sioux	27	29.7	7	7.7	91

TABLE VI

FOLLOW-UP INFORMATION - DISTRICTS IN AREA V
(DATA GATHERED BY THE ISDPI, GUIDANCE SERVICES SECTION)
1971 Graduates

	FOUR YEAR PUB./PRIV.		TWO YEAR PUBLIC		
	No.	%	No.	%	Total Grads
Albert City-Truesdale	15	29.5	8	15.7	51
Alta	20	35.1	6	10.5	57
Boone Valley	10	29.4	12	35.3	34
Cedar Valley	10	34.5	5	17.2	29
Central Webster	13	32.5	3	7.5	40
Clarion	24	25.5	24	25.5	94
Crestland	16	38.1	8	19.1	42
Dayton	6	24.0	10	40.0	25
Dows	9	25.0	9	25.0	36
Eagle Grove	19	15.7	46	38.0	121
East Greene	13	26.0	1	2.0	50
Fonda	4	16.6	5	20.8	24
Fort Dodge	64	12.8	208	41.4	503
Gilmore City	5	16.1	7	22.6	31
Goldfield	4	20.0	9	45.0	20
Havelock-Plover	13	40.6	4	12.5	32
Humbolt	43	25.7	58	34.5	168
Jefferson	39	36.8	21	19.8	106
Lake City	21	31.3	13	19.4	67
Lake View	18	42.9	8	19.1	42
Laurens	24	42.1	19	33.3	57
Lohrville	4	11.4	9	25.7	35
Lytton	7	31.8	7	31.8	22
Manson	9	14.3	16	25.4	63
Marathon	7	43.8	1	6.3	16
Newell-Providence	16	35.5	6	13.3	45
Northeast Hamilton	11	19.6	19	33.9	56
Northwest Webster	3	15.4	11	42.3	26
Odebolt	18	29.5	1	1.6	61
Palmer	4	26.6	2	13.3	15
Payton-Churden	9	25.7	1	2.9	35
Pocahontas	28	46.6	11	18.3	60
Pomeroy	12	30.8	6	15.4	39
Prairie	12	15.2	23	29.1	79
Rembrandt	4	23.6	0	0.0	17
Rockwell City	18	28.2	9	14.1	64
Rolfe	9	36.0	8	32.0	25
Sac	28	30.2	15	16.1	93
Scranton	10	33.3	3	10.0	30
Schaller	13	38.2	0	0.0	34
Sioux Rapids	4	19.1	2	9.5	21
South Hamilton	23	29.1	12	15.2	79
Storm Lake	65	42.5	18	11.8	153
Statford	8	24.2	6	18.2	33
Twin Rivers	9	20.9	8	18.6	43
Wall Lake	11	35.5	6	19.4	31
Webster City	22	11.3	79	40.5	195

TABLE VI

FOLLOW-UP INFORMATION - DISTRICTS IN A-VI
(DATA GATHERED BY THE ISDPI, GUIDANCE SERVICES SECTION)

1971 GRADUATES

	FOUR YEAR PUB./PRIV.		TWO YEAR PUBLIC		
	Number	%	Number	%	TOTAL GRADS
Ackley-Geneva	18	22.2	18	22.2	85
Alden	8	20.0	14	35.0	40
Beeman-Conrad	12	22.2	9	16.7	54
B-G-M	14	22.6	-	-	62
Eldora	15	20.0	11	14.7	75
Garwin	9	36.0	5	20.0	25
Gladbrook	6	18.2	7	21.2	33
Green Mountain	3	21.4	-	-	14
Grinnell-Newberg	26	16.4	15	19.4	159
Hubbard	6	17.7	11	32.4	34
Iowa Falls	13	10.0	70	53.9	130
L-D-F	2	5.1	14	35.9	39
Marshalltown	51	12.2	136	32.5	418
Montezuma	9	17.7	8	15.7	51
New Providence	2	11.1	6	33.3	18
Radcliff	8	22.2	4	11.1	36
Semco	9	23.1	11	28.2	39
South Tama	19	12.4	20	13.1	153
Steamboat Rock	3	15.8	6	31.6	19
Union-Whitten	5	13.9	10	27.8	36
Wellsburg	2	6.3	2	6.3	32
West Marshall	19	24.1	10	12.7	79

TABLE VI

FOLLOW-UP INFORMATION - DISTRICTS IN A-VII
(DATA GATHERED BY THE ISDPI, GUIDANCE SERVICES SECTION)

1971 Graduates

	FOUR YEAR PUB./PRIV.		TWO YEAR PUBLIC		
	#	%	#	%	Total Grads
Cedar Falls	182	42.1	52	12.0	432
Dunkerton	20	34.5	8	13.8	58
Hudson	19	52.8	9	25.0	36
LaPorte City	17	24.6	12	17.4	69
Waterloo	381	33.7	111	9.8	1132
Denver	13	25.0	1	1.9	52
Janesville	11	29.7	5	13.5	37
Plainfield	10	25.0	3	7.5	40
Sumner	23	23.7	15	15.5	97
Tripoli	20	29.0	4	5.8	69
Wapsie Valley	14	22.6	7	11.3	62
Waverly-Shell Rock	72	36.6	32	16.2	197
East Buchanan	14	19.2	12	16.4	73
Independence	40	33.1	26	21.5	121
Jesup	25	43.1	6	10.3	58
Allison-Bristow	13	27.7	8	17.0	47
Aplington	13	30.2	10	23.3	43
Clarksville	10	23.8	3	7.1	42
New Hartford	3	13.6	0	0.0	22
Parkersburg	4	8.3	7	14.6	48
Nashua	15	28.3	3	5.7	53
Dike	8	16.0	9	18.0	50
Grundy Center	41	46.1	11	12.4	89
Reinbeck	22	39.3	13	23.2	56
Dysart-Geneseo	16	28.1	16	28.1	57
North Tama	28	30.4	21	22.8	92

TABLE VI

FOLLOW-UP INFORMATION - DISTRICTS IN A-IX
(DATA GATHERED BY THE ISDPI, GUIDANCE SERVICES SECTION)

1971 Graduates

	FOUR YEAR PUB./PRIV.		TWO YEAR PUBLIC		
	NUMBER	%	NUMBER	%	TOTAL GRADS
Andrew	9	33.3	5	18.5	27
Bellevue	6	18.2	8	24.2	33
Bennett	10	29.4	5	14.7	34
Bettendorf	181	56.4	12	3.7	321
Calamus	7	29.2	8	33.3	24
Camanche	11	17.2	10	15.6	64
Central Clinton	30	24.2	32	25.8	124
Clinton	81	16.5	91	18.5	493
Columbus	14	23.8	6	10.2	59
Davenport	420	35.6	74	6.3	1183
Delwood	12	38.7	6	19.4	31
Durant	8	14.6	12	21.8	55
Lost Nation	7	26.9	1	3.9	26
Louisa-Muscatine	7	13.0	9	16.7	54
Maquoketa Community	41	27.1	13	8.6	151
Miles	6	20.0	2	6.7	30
Muscatine	50	12.9	64	16.5	389
Northeast	8	11.1	16	22.2	72
North Scott	53	31.0	8	4.7	171
Pleasant Valley	60	38.5	7	4.5	156
Preston	2	5.8	2	5.9	34
Sabula	4	20.0	4	20.0	20
West Liberty	18	17.9	19	18.8	101
Wheatland	9	36.0	3	12.0	25
Wilton	10	15.4	16	24.6	65

TABLE VI

FOLLOW UP INFORMATION - DISTRICTS IN AREA X
(DATA GATHERED BY THE ISDPI, GUIDANCE SERVICES SECTION)
1971 Graduates

	FOUR YEAR PUB./PRIV.		TWO YEAR PUBLIC		
	No.	%	No.	%	Total Grads
Alburnett	10	26.3	3	7.9	38
Amana	13	41.9	6	19.4	31
Anamosa	41	30.0	14	10.2	137
Belle Plaine	16	25.0	13	20.[illegible]	64
Benton Comm.	26	27.4	0	0.0	95
Cedar Rapids	Not Reported		216	14.4	1,502
Center Point	12	26.1	0	0.0	46
Central City	14	23.0	9	14.8	61
Clarence	6	21.4	4	14.3	28
Clearcreek	12	20.3	12	20.3	59
College	41	24.6	22	13.2	167
Deep River-Millersburg	8	26.6	2	6.7	30
English Valley	16	31.4	8	15.7	51
HLV	9	19.6	1	2.2	46
Highland	10	13.0	9	11.7	77
Iowa City	231	50.1	50	10.9	461
Iowa Valley	21	29.2	11	15.3	72
Lincoln	18	32.7	13	23.6	55
Linn Mar	43	30.6	7	5.0	141
Lisbon	3	14.3	3	14.3	21
Lone Tree	8	21.6	1	2.7	37
Lowden	Not Reported		Not Reported		
Marion	74	46.3	17	10.6	160
Mid-Prairie	15	17.4	18	20.9	86
Midland	11	25.6	3	7.0	43
Monticello	47	34.5	17	12.5	136
Mt. Vernon	32	50.1	11	17.2	64
North Linn	17	25.4	18	26.9	67
Norway	8	20.6	4	10.3	39
Olin	9	37.5	0	0.0	24
Oxford Junction	4	19.1	2	9.5	21
Shellsburg	6	25.0	0	0.0	24
Solon	14	23.7	8	13.6	59
Springville	12	26.7	8	17.8	45
Tipton	Not Reported		Not Reported		
Urbana	4	22.3	2	11.1	18
Vinton	46	38.7	18	15.1	119
Washington, Ia.	50	41.1	17	11.6	146
West Branch	15	29.4	3	5.9	51
Williamsburg	34	35.4	10	10.4	96

TABLE VI

FOLLOW UP INFORMATION - DISTRICTS IN A-XI
(DATA GATHERED BY THE ISDPI, GUIDANCE SERVICES SECTION)
1971 Graduates

	FOUR YEAR PUB./PRIV.		TWO YEAR PUBLIC		
	Number	%	Number	%	Total Grads
Adair Casey	17	27.9	12	19.7	61
Adel	23	30.3	2	2.6	76
Ames	201	52.7	41	10.7	382
Ankeny	68	41.7	38	23.3	163
Ballard	20	25.6	16	20.5	78
Bayard	8	47.1	1	5.9	17
Baxter	5	15.2	3	9.1	33
Bondurant-Farrar	11	31.4	5	14.3	35
Boone	33	13.9	65	27.4	237
Carlisle	29	40.8	6	8.5	71
Carroll	18	25.5	4	5.7	70
Central Dallas	4	20.0	3	15.0	20
Colfax	8	15.6	9	17.7	51
Collins	7	24.1	2	6.9	29
Colo	6	17.1	6	17.1	35
Coon Rapids	20	35.7	-	-	56
Dallas	10	17.2	1	1.7	58
Des Moines	885	34.9	199	7.9	2534
Dexfield	9	19.6	9	19.6	46
Earlham	13	29.6	6	13.6	44
Gilbert	7	19.4	4	11.1	36
Glidden-Ralston	15	34.1	4	9.1	44
Grand	5	26.4	1	5.3	19
Guthrie Center	18	26.9	5	7.5	67
Indianola	70	38.1	10	5.4	184
Interstate 35	14	28.6	4	8.2	49
Johnston	14	22.2	16	25.4	63
Knoxville	37	22.7	14	8.6	163
Lynnville-Sully	13	26.0	3	6.0	50
Madrid	6	12.0	10	20.0	50
Manning	18	36.7	6	12.2	49
Martensdale-St. Marys	3	12.5	4	16.7	24
Maxwell	6	24.0	-	-	25
Melcher-Dallas	13	27.1	12	25.0	48
Menlo	6	11.2	15	27.8	54
Mingo	2	10.0	4	20.0	20
Nesco	13	24.5	13	24.5	53
Nevada	32	30.2	10	9.4	106
New Monroe	13	30.2	4	9.3	43
Newton	123	35.1	45	12.9	350

TABLE VI _ (CONTINUED)

	FOUR YEAR PUB./PRIV.		TWO YEAR PUBLIC		
	Number	%	Number	%	Total Grads
North Polk	14	28.6	2	4.1	49
Norwalk	15	30.6	8	16.3	49
Ogden	12	21.9	16	29.1	55
Panora Linden	11	26.8	-	-	41
Pella	37	31.6	7	6.0	117
Perry	45	33.1	19	14.0	136
Pleasantville	10	22.8	5	11.4	44
Prairie City	9	28.1	6	19.0	32
Roland-Story	26	35.2	12	16.2	74
Saydel	37	24.0	12	7.8	154
Southeast Polk	30	16.5	15	8.2	182
Southeast Warren	8	13.3	1	1.7	60
Stuart	6	11.2	15	27.8	54
Twin Cedars	6	11.8	5	9.8	51
United	12	26.1	12	26.1	46
Urbandale	90	41.1	28	13.0	219
Van Meter	4	21.3	-	-	19
Waukee	13	30.2	2	4.7	43
West Des Moines	163	42.3	36	9.3	386
Winterset	30	31.9	8	8.5	94
Woodward-Granger	11	26.2	4	9.5	42
Yale-Jamaica-Bagley	9	28.1	5	15.6	32

TABLE VI

1971 Graduates
FOLLOW-UP INFORMATION - DISTRICTS IN A-12
(DATA GATHERED BY THE ISDPI, GUIDANCE SERVICES SECTION)

	FOUR YEAR PUB./PRIV.		TWO YEAR PUBLIC		Total Grads
Aurelia	28	43.1%	9	13.9%	65
Cherokee	54	36.5%	6	4.1%	148
Willow	6	20.0%	4	13.3%	30
Ar-We-Va	6	15.0%	10	25.0%	40
Charter Oak-Vte	14	31.1%	6	13.3%	45
Denison	57	36.3%	10	6.4%	157
Dow City-Arion	7	22.6%	2	6.5%	31
Manilla	7	17.1%	8	19.5%	41
Schleswig	18	39.1%	1	2.2%	46
Battle Creek	10	32.1%	0	0.0%	31
Galva	11	45.8%	8	33.3%	24
Holstein	17	30.9%	12	21.8%	55
Ida Grove	21	30.4%	3	4.4%	69
East Monona	6	15.0%	6	15.0%	40
Maple Valley	21	25.3%	10	12.1%	83
West Monona	23	27.4%	6	7.1%	84
Whiting	11	32.4%	4	11.8%	34
Akron	22	35.5%	7	11.3%	62
Hinton	17	37.8%	7	15.6%	45
Kingsley-Pierson	22	32.8%	7	10.1%	69
LeMars	72	41.6%	17	9.8%	173
Remsen-Union	4	10.3%	4	10.3%	39
Westfield	0	0.0%	1	3.6%	28
Anthon-Oto	16	35.6%	10	22.2%	45
Eastwood	11	21.6%	8	15.7%	51
Lawton-Bronson	14	25.4%	5	9.1%	55
Sergeant-Bluff-Luton	16	36.4%	1	2.3%	44
Sioux City	412	37.6%	74	6.8%	1095
Westwood	23	28.4%	11	13.6%	81
Woodbury Central	19	27.2%	3	11.4%	70

TABLE VI

FOLLOW-UP INFORMATION - DISTRICTS IN A-XIII
(DATA GATHERED BY THE ISDPI, GUIDANCE SERVICES SECTION)
1971 Graduates

	FOUR YEAR PUB./PRIV.		TWO YEAR PUBLIC		
	#	%	#	%	Total Grads
Anita	19	36.5	5	9.6	52
Atlantic	75	44.1	11	6.5	170
C & M	7	18.0	3	7.7	39
Griswold	23	2[illegible].6	16	17.8	90
Farragut	16	34.8	1	2.2	46
Fremont	17	31.5	3	5.6	54
Hamburg	12	33.3	4	11.1	36
Sidney	16	43.3	4	10.8	37
Dunlap	15	26.3	6	10.5	57
Logan-Magnolia	9	22.5	1	2.5	40
Missouri Valley	16	20.0	8	10.0	80
West Harrison	8	18.6	5	11.6	43
Woodbine	26	41.3	8	12.7	63
Glenwood	33	29.7	8	7.2	111
Malvern	11	35.5	7	22.6	31
Nishna Valley	16	50.0	3	9.4	32
Clarinda	22	24.2	38	41.8	91
Essex	15	48.4	4	12.9	31
Shenandoah	39	38.6	15	14.9	101
South Page	4	8.5	13	27.7	47
AvoHa	19	32.8	9	15.5	58
Carson-Macedonia	15	37.5	3	7.5	4
Council Bluffs	196	23.4	74	8.8	838
Lewis Central	34	26.6	12	9.4	128
Oakland	20	42.6	4	8.5	47
Treynor	12	32.4	9	24.3	37
Tri-Center	15	22.4	10	14.9	67
Underwood	4	10.3	5	12.8	39
Walnut	4	14.8	5	18.5	27
Elk Horn-Kimballton	10	28.6	2	5.7	35
Harlan	51	25.1	29	14.3	203
Irwin	7	22.6	2	6.5	31
Shelby	11	42.3	2	7.7	26

TABLE VI
FOLLOW-UP INFORMATION - DISTRICTS IN A-XIV
(DATA GATHERED BY THE ISDPI, GUIDANCE SERVICES SECTION)
1971 Graduates

	FOUR YEAR PUB./PRIV.		TWO YEAR PUBLIC		
	#	%	#	%	Total Grads
Bridgewater-Fontanella	5	13.9	9	25.0	36
Greenfield Comm.	25	44.6	10	17.9	56
Orient-Macksburg	7	18.4	14	36.8	38
Corning Comm.	35	41.2	10	11.8	85
Prescott Comm.	2	10.5	5	26.3	19
Clarke Comm.	19	18.8	12	11.9	101
Murray Comm.	4	14.8	9	33.3	27
Central Decatur	7	11.6	8	13.1	61
Lamoni Comm.	17	53.1	1	3.1	32
Mormon Trail Comm.	13	26.5	0	0	49
Red Oak Comm.	41	34.2	23	19.2	120
Stanton	8	28.6	10	35.7	28
Villisca Comm.	12	24.5	12	24.5	49
Diagonal Comm.	5	27.8	7	38.9	18
Grand Valley Comm.	5	29.4	3	17.7	17
Mount Ayr Comm.	19	30.6	11	17.7	62
Bedford Comm.	15	26.8	4	7.1	56
Clearfield	4	21.1	3	15.8	19
Lenox Comm.	12	25.0	7	14.6	48
New Market Comm.	1	4.0	8	32.0	25
Creston Comm.	36	20.9	64	37.2	172
East Union Comm.	14	25.4	3	5.5	55

TABLE VI

FOLLOW UP INFORMATION - DISTRICTS IN A-XV
(DATA GATHERED BY THE ISDPI, GUIDANCE SERVICES SECTION)

1971 Graduates

	FOUR YEAR PUB./PRIV.		TWO YEAR PUBLIC		
	Number	%	Number	%	Total Grads
ACL	1	6.7	4	26.7	15
Albia	11	7.2	39	25.5	153
Blakesburg	3	13.6	2	9.1	22
Cardinal	21	22.8	9	9.8	92
Centerville	19	15.9	52	43.3	120
Chariton	54	38.9	9	6.5	139
Davis County	18	14.1	10	7.8	128
Eddyville	19	26.7	3	4.2	71
Fairfield	80	41.7	17	8.9	192
Fox Valley	7	25.0	6	21.4	28
Fremont	8	32.0	4	16.0	25
Harmony	11	26.2	6	14.3	42
Hedrick	7	36.9	1	5.3	19
Keota	15	25.8	5	8.6	58
Moravia	2	3.8	20	37.0	54
Moulton-Udell	3	12.5	5	20.8	24
North Mahaska	17	33.4	2	3.9	51
Oskaloosa	95	41.3	6	2.6	230
Ottumwa	111	18.9	44	7.5	587
Pekin	16	28.1	3	5.3	57
Russell	6	23.1	6	23.1	26
Seymour	9	18.8	5	10.4	48
Sigourney	17	23.0	4	5.4	74
Tri-County	15	30.6	2	4.1	49
VanBuren	28	42.5	9	13.6	66
Wayne	15	22.4	7	10.5	67

TABLE VI
FOLLOW UP INFORMATION - DISTRICTS IN A-XVI
(DATA GATHERED BY THE ISDPI, GUIDANCE SERVICES SECTION)
1971 Graduates

	FOUR YEAR PUB./PRIV.		TWO YEAR PUBLIC		
	Number	%	Number	%	Total Grads
Burlington	60	27.1	69	31.2	221
Central Lee	9	13.2	23	33.8	68
Danville	6	17.1	9	25.7	35
Fort Madison	69	28.8	34	14.2	239
Keokuk	36	15.4	73	31.2	234
Mediapolis	17	19.1	32	36.0	89
Morning Sun	4	16.0	2	8.0	25
Mount Pleasant	46	27.8	25	15.1	166
New London	10	20.8	21	43.8	48
Waco	23	41.1	7	12.5	56
Wapello	12	16.9	19	26.8	71
West Burlington	2	4.1	23	46.9	49
Winfield-Mt. Union	18	40.9	12	27.3	44

be used in a professional manner; it should not be used to judge the adequacy of a given school district or its staff. Conditions outside the school affect college attendance propensity as mentioned earlier.

Figure G displays the number of 1972 graduates from each Iowa school district who attended one of Iowa's Area Schools in 1972. The numbers in each circle represent the number from a given district who went to an area school, and the school district number. The number in each oval represents the number of private school graduates from a merged area who went to an Iowa area school. The number in each diamond is the area total.

Note that Area XI sent the largest representation to area schools - - a function of its size. It is the largest area in population among the fifteen [illegible] the 1972 graduates, 772 Area XI students chose an area school. Area [illegible] and 737 graduates, and Area X with 681, were next. Only 187 Area IV graduates and 217 Area XIV graduates went on to area schools.

On the map showing the high school of origin of Area I students, (Figure H) the reader will find that many of Area I's students were recent graduates of schools outside Area I. In Area I the top number in the circle represents the number of 1972 graduates from that school district who enrolled at Area I. The bottom number represents the 1972 graduates from that school district who enrolled in one of Iowa's area schools. The identity of individual school districts can be determined from Table I, which shows school district numbers. For instance, circle number 1863 is Dubuque.

A study of this figure reveals that a significant number of graduates from Area I high schools attended schools other than Northeast Iowa Area Vocational Technical School. For example, although 23 1972 graduates of Dubuque public schools were attending an area school, only eight were enrolled at Northeast Iowa.

C. Enrollment Trends in the Area School

"Headcount" enrollment at Northeast Iowa Vocational Technical School (Area I) has been increasing steadily since the institution opened in the fall of 1967. This fact is apparent in Figures I and J, and in Table VII.

In Figure I the alternately dashed and dotted line represents fall term enrollment (as reported by Area I to the State Department of Public Instruction, Area Schools Branch) since the fall term of 1967. The short dashed line represents the winter term enrollment since the winter term of 1967-68. The longer dashed line is indicative of the enrollment in the spring quarter since spring of 1967-68, and the solid line portrays the summer term enrollment since the summer of 1967-68. The vertical distance between the various lines is representative of the net gain or loss between terms in a given school year.

The drop in Northeast Iowa's enrollment for the school year 1971-72 apparently reflects a change in enrollment reporting procedures. Prior to that time, the Veteran's Farm Cooperative students were reported, but in 1971 these students were excluded from the headcount of students. In the [illegible]3 school year these students are again reported and are included in [illegible]s G and H.

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be used in a professional manner; it should not be used to judge the adequacy of a given school district or its staff. Conditions outside the school affect college attendance propensity as mentioned earlier.

Figure G displays the number of 1972 graduates from each Iowa school district who attended one of Iowa's Area Schools in 1972. The numbers in each circle represent the number from a given district who went to an area school, and the school district number. The number in each oval represents the number of private school graduates from a merged area who went to an Iowa area school. The number in each diamond is the area total.

Note that Area XI sent the largest representation to area schools - - a function of its size. It is the largest area in population among the fifteen. Of the 1972 graduates, 772 Area XI students chose an area school. Area V with 737 graduates, and Area X with 681 were next. Only 187 Area IV graduates, and 217 Area XIV graduates went on to area schools.

On the map showing the high school of origin of Area II students, (Figure H) the reader will find that many of Area II's students were recent graduates of schools outside Area II. In Area II the top number in the circle represents the number of 1972 graduates from that school district who enrolled at Area II. The bottom number represents the 1972 graduates from that school district who enrolled in one of Iowa's area schools. The identity of individual school districts can be determined from Table I, which shows school district numbers. For instance, circle number 1116 is Charles City.

A study of this figure reveals that a significant number of graduates from Area II high schools attended schools other than North Iowa Area Community College. For example, although 12 1972 graduates of Corwith-Wesley public schools were attending an area school, only seven were enrolled at North Iowa Area Community College.

C. Enrollment Trends in the Area School

"Headcount" enrollment at North Iowa Area Community College (Area II) has been decreasing steadily since the fall term in the 1967-68 school year. This fact is apparent in Figures I & J, and Table VII.

In Figure I the alternately dashed and dotted line represents fall term enrollment (as reported by Area II to the State Department of Public Instruction, Area Schools Branch) since the fall term of 1966. The dashed line is indicative of the enrollment in the spring quarter since spring of 1967-68 and the solid line portrays the summer term enrollment since the summer of 1968. The vertical distance between the various lines is representative of the net gain or loss between terms in a given school year.

be used in a professional manner; it should not be used to judge the adequacy of a given school district or its staff. Conditions outside the school affect college-attendance propensity as mentioned earlier.

Figure G displays the number of 1972 graduates from each Iowa school district who attended one of Iowa's Area Schools in 1972. The numbers in each circle represent the number from a given district who went to an area school, and the school district number. The number in the oval represents the number of private school graduates from a merged area who went to an Iowa area school. The number in the diamond is the area total.

Note that Area XI sent the largest representation to area schools a function of its size. It is the largest area in population among the fifteen. Of the 1972 graduates, 772 Area XI students chose an area school. Area V, with 737, and Area X with 681, were next. Only 187 Area IV students, and 217 Area XIV students went on to area schools.

On the map showing the high school of origin of Area III students, (Figure H) the reader will find that many of Iowa Lakes' students were recent graduates of schools outside Area III. In Area III the top number in the circle represents the number of 1972 graduates from that school district who enrolled at Iowa Lakes. The bottom number represents the 1972 graduates from that school district who enrolled in one of Iowa's area schools. The identity of individual school districts can be determined from Table I, which shows school district numbers. For instance, number 2133 is Everly.

A study of this figure reveals that a significant number of graduates from Area III high schools are attending schools other than Iowa Lakes Community College. For example, although six 1972 graduates of Everly public schools are attending an area school, only two are enrolled at Iowa Lakes.

C. Enrollment Trends in the Area School

"Headcount" enrollment at Iowa Lakes Community College has been somewhat erratic since the 1967-68 school year. This fact is apparent in Figures I and J, and in Table VII.

In Figure I the alternately dashed and dotted line represents fall term enrollment (as reported by Area III to the State Department of Public Instruction, Area Schools Branch), since the fall term of 1967. The short dashed line represents the winter term enrollment since the winter term of 1967-68. The longer dashed line is indicative of the enrollment in the spring quarter since spring of 1968 and the solid line portrays the summer term enrollment since the summer of 1968. The vertical distance between the various lines shows the net gain or loss between terms in a given school year.

be used in a professional manner; it should not be used to judge the adequacy of a given school district or its staff. Conditions outside the school affect college-attendance propensity as mentioned earlier.

Figure G displays the number of 1972 graduates from each Iowa school district who attended one of Iowa's Area Schools in 1972. The numbers in each circle represent the number from a given district who went to an area school, and the school district number. The number in the oval represents the number of private school graduates from a merged area who went to an Iowa area school. The number in the diamond is the area total.

Note that Area XI sent the largest representation to area schools, a function of its size. It is the largest area in population among the fifteen. Of the 1972 graduates, 772 Area XI students chose an area school. Area V, with 737, and Area X with 681, were next. Only 187 Area IV students, and 217 Area XIV students went on to area schools.

On the map showing the high school of origin of Area IV students, (Figure H) the reader will find that many of Northwest Iowa's students are recent graduates of schools outside Area IV. In Area IV the top number in the circle represents the number of 1972 graduates from that school district who enrolled in Area IV. The bottom number represents the 1972 graduates from that school district who enrolled in one of Iowa's area schools. The identity of individual school districts can be determined from Table I, which shows school district numbers. For instance, 2862 is Hartley.

A study of this figure reveals that a significant number of graduates from Area IV high schools are attending schools other than Northwest Iowa Vocational School. For example, although four 1972 graduates of Hartley public schools are attending an area school, only one is enrolled at Northwest Iowa.

C. Enrollment Trends in the Area School

"Headcount" enrollment at Northwest Iowa Vocational School (Area IV) has been increasing since the 1967-68 school year. This fact is apparent in Figures I and J, and Table VII.

In Figure I the alternately dashed and dotted line represents fall term enrollment (as reported by Area IV to the State Department of Public Instruction, Area Schools Branch), since the fall term of 1967. The short dashed line represents the winter term enrollment since the winter term of 1967-68. The longer dashed line is indicative of the enrollment in the spring quarter since spring of 1968, and the solid line portrays the summer term enrollment since the summer of 1968. The vertical distance between the various lines is representative of the net gain or loss between terms in a given school year.

be used in a professional manner; it should not be used to judge the adequacy of a given school district or its staff. Conditions outside the school affect college-attendance propensity as mentioned earlier.

Figure G displays the number of 1972 graduates from each Iowa school district who attended one of Iowa's Area Schools in 1972. The numbers in each circle represent the number from a given district who went to an area school, and the school district number. The number in the oval represents the number of private school graduates from a merged area who went to an Iowa area school. The number in the diamond is the area total.

Note that Area XI sent the largest representation to area schools, a function of its size. It is the largest area in population among the fifteen. Of the 1972 graduates, 772 Area XI students chose an area school. Area V, with 737, and Area X with 681, were next. Only 187 Area IV students, and 217 Area XIV students went on to area schools.

On the map showing the high school of origin of Area V students, (Figure H) the reader will find that many of Area V's students are recent graduates of schools outside Area V. In Area V the top number in the circle represents the number of 1972 graduates from that school district who enrolled at one of the three Area V colleges. The bottom number represents the 1972 graduates from that school district who enrolled in one of Iowa's area schools. The identity of individaul school districts can be determined from Table I, which shows school district numbers. For instance, 5301 is Pomeroy.

A study of this figure reveals that a significant number of graduates from Area V high schools are attending schools other than one of Area V's institutions. For example, although 22 1972 graduates of Clarion public schools are attending an area school, only 16 are enrolled at Fort Dodge, Eagle Grove, or Webster City Community Colleges.

C. Enrollment Trends in the Area School

"Headcount" enrollment at Area V has been increasing steadily since the creation of the area school system in the 1966-67 year. This fact is apparent in Figures I and J, and Table VII.

In Figure I the alternately dashed and dotted line represents fall term enrollment (as reported by Area V to the State Department of Public Instruction, Area Schools Branch), since the fall term of 1966. The longer dashed line is indicative of the enrollment in the spring term since spring of 1968 and the solid line portrays the summer term enrollment since the summer of 1968. The vertical distance between the various lines is representative of the net gain or loss between terms in a given school year.

staff. Conditions outside the school affect college-attendance propensity as mentioned earlier.

Figure G displays the number of 1972 graduates from each Iowa school district who attended one of Iowa's Area Schools in 1972. The numbers in each circle represent the number from a given district who went to an area school, and the school district number. The number in the oval represents the number of private school graduates from a merged area who went to an Iowa area school. The number in the diamond is the area total.

Note that Area XI sent the largest representation to area schools, a function of its size. It is the largest area in population among the fifteen. Of the 1972 graduates, 772 Area XI students chose an area school. Area V, with 737, and Area X with 681, were next. Only 187 Area IV students, and 217 Area XIV students went on to area schools.

On the map showing the high school of origin of Area VI students, (Figure H) the reader will find that many of the Area VI students are recent graduates of schools outside Area VI. In Area VI the top number in the circle represents the number of 1972 graduates from that school district who enrolled at Iowa Valley. The bottom number represents the 1972 graduates from that school district who enrolled in one of Iowa's area schools. The identity of individual school districts can be determined from Table I which shows school district numbers. For instance, 2421 is Carwin.

A study of this figure reveals that a significant number of graduates from Area VI high schools are attending schools other than Ellsworth or Marshalltown Community Colleges. For example, although ten 1972 graduates of L.D.F. public schools are attending an area school, only six are enrolled at either Ellsworth or Marshalltown.

C. Enrollment Trends in the Area School

"Headcount" enrollment at the Iowa Valley Community College District (Area VI) has been decreasing steadily since the 1966-1967 school year. This fact is apparent in Figures I and J, and Table VII.

In Figure I the alternately dashed and dotted line represents fall term enrollment (as reported by Area VI to the State Department of Public Instruction, Area Schools Branch), since the fall term of 1966. The longer dashed line is indicative of the enrollment in the spring term since spring of 1967 and the solid line portrays the summer term enrollment since the summer of 1967. The vertical distance between the various lines is representative of the net gain or loss between terms in a given school year.

be used in a professional manner; it should not be used to judge the adequacy of a given school district or its staff. Conditions outside the school affect college-attendance propensity as mentioned earlier.

Figure G displays the number of 1972 graduates from each Iowa school district who attended one of Iowa's Area Schools in 1972. The number in each circle represent the number from a given district who went to an area school, and the school district number. The number in the oval represents the number of private school graduates from a merged area who went to an Iowa area school. The number in the diamond is the area total.

Note that Area XI sent the largest representation to area schools, a function of its size. It is the largest area in population among the fifteen. Of the 1972 graduates, 772 Area XI students chose an area school. Area V, with 737, and Area X with 681, were next. Only 187 Area IV students, and 217 Area XIV students went on to area schools.

On the map showing the high school of origin of Area VII students, (Figure H) the reader will find that many of Area VII's students are recent graduates of schools outside Area VII. In Area VII the top number in the circle represents the number of 1972 graduates from that school district who enrolled in Area VII. The bottom number represents the 1972 graduates from that school district who enrolled in one of Iowa's area schools. The identity of individual school districts can be determined from Table I, which shows school district numbers. For instance, 3042 is Hudson.

A study of this figure reveals that a significant number of graduates from Area VII high schools are attending schools other than the Hawkeye Institute of Technology. For example, although 85-1972 graduates of Waterloo public schools are attending an area school, only 58 are enrolled at Hawkeye Tech.

C. Enrollment Trends in the Area School

"Headcount" enrollment at Hawkeye Institute of Technology (Area VII) has been increasing steadily since the institution was founded in the 1967-68 school year. This fact is apparent in Figures I and J, and Table VII.

In Figure I the alternately dashed and dotted line represents fall term enrollment (as reported by Area VII to the State Department of Public Instruction, Area Schools Branch), since the fall term of 1967. The short dashed line represents the winter term enrollment since the winter term of 1967-68. The longer dashed line is indicative of the enrollment in the spring quarter since spring of 1968 and the solid line portrays the summer term enrollment since the summer of 1968. The vertical distance between the various lines is representative of the net gain or loss between terms in a given school year.

be used in a professional manner; it should not be used to judge the adequacy of a given school district or its staff. Conditions outside the school affect college-attendance propensity as mentioned earlier.

Figure G displays the number of 1972 graduates from each Iowa school district who attended one of Iowa's Area School in 1972. The numbers in each circle represent the number from a given district who went to an area school, and the school district number. The number in the oval represents the number of private school graduates from a merged area who went to an Iowa area school. The number in the diamond is the area total.

Note that Area XI sent the largest representation to area schools, a function of its size. It is the largest area in population among the fifteen. Of the 1972 graduates, 772 Area XI students chose an area school. Area V, with 737, and Area X with 681, were next. Only 187 Area IV students, and 217 Area XIV students went on to area schools.

On the map showing the high school of origin of Eastern Iowa Community College students, (Figure H) the reader will find that many of Area IX's students are recent graduates of schools outside Area IX. In Area IX the top number in the circle represents the number of 1972 graduates from that school district who enrolled at Eastern Iowa Community College. The bottom number represents the 1972 graduates from that school district who enrolled in one of Iowa's area schools. The identity of individual school districts can be determined from Table I, which shows school district numbers. For instance, 6,975 is West Liberty.

A study of this figure reveals that a significant number of graduates from Area IX high schools are attending schools other than Eastern Iowa Community College. For example, although 22 1972 graduates of West Liberty public schools are attending an area school, only 17 are enrolled at Eastern Iowa.

C. Enrollment Trends in the Area School

"Headcount" enrollment at Eastern Iowa Community College (Area IX) has been increasing steadily since the 1967-68 school year. This fact is apparent in Figures I and J, and Table VII.

In Figure I the alternately dashed and dotted line represents fall term enrollment (as reported by Area IX to the State Department of Public Instruction, Area Schools Branch), since the fall term of 1966. The short dashed line represents the winter term enrollment since the winter term of 1968-69. The longer dashed line is indicative of the enrollment in the spring quarter since spring of 1968 and the solid line portrays the summer term enrollment since the summer of 1969. The vertical distance between the various lines is representative of the net gain or loss between terms in a given school year.

Table VI is comprised of individual school district data. From this, area school personnel can see which school districts are most and least likely to "send" students to two and four-year institutions. It is important that the data displayed in this table be treated confidentially and be used in a professional manner; it should not be used to judge the adequacy of a given school district or its staff. Conditions outside the school affect college-attendance propensity as mentioned earlier.

Figure G displays the number of 1972 graduates from each Iowa school district who attended one of Iowa's Area Schools in 1972. The numbers in each circle represent the number from a given district who went to an area school, and the school district number. The number in the oval represents the number of private school graduates from a merged area who went to an Iowa area school. The number in the diamond is the area total.

Note that Area XI sent the largest representation to area schools, a function of its size. It is the largest area in population among the fifteen. Of the 1972 graduates, 772 Area XI students chose an area school. Area V, with 737, and Area X with 681, were next. Only 187 Area IV students, and 217 Area XIV students went on to area schools.

On the map showing the high school of origin of Area X students, (Figure H) the reader will find that many of Area X's students are recent graduates of schools outside Area X. In Area X the top number in the circle represents the number of 1972 graduates from that school district who enrolled at Kirkwood. The bottom number represents the 1972 graduates from that school district who are enrolled in one of Iowa's area schools. The identity of individual school districts can be determined from Table I, which shows school district numbers. For instance, 609 is the Benton county school district.

A study of this figure reveals that a significant number of graduates from Area X high schools are attending schools other than Kirkwood Community College. For example, although 19 1972 graduates of Benton county public schools are attending an area school, only 12 are enrolled at Kirkwood.

C. Enrollment Trends in the Area School

"Headcount" enrollment at Kirkwood Community College (Area X) has been increasing steadily since the 1967-68 school year. This fact is apparent in Figures I & J, and Table VII.

In Figure I the alternately dashed and dotted line represents fall term enrollment (as reported by Area X to the State Department of Public Instruction, Area Schools Branch), since the fall term of 1967. The short dashed line represents the winter term enrollment since the winter term of 1967-68. The longer dashed line is indicative of the enrollment in the spring quarter since spring of 1968 and the solid line portrays the summer term enrollment since the summer of 1968. The vertical distance between the various lines is representative of the net gain or loss between terms in a given school year.

be used in a professional manner; it should not be used to judge the adequacy of a given school district or its staff. Conditions outside the school affect college-attendance propensity as mentioned earlier.

Figure G displays the number of 1972 graduates from each Iowa school district who attended one of Iowa's Area Schools in 1972. The numbers in each circle represent the number from a given district who went to an area school, and the school district number. The number in the oval represents the number of private school graduates from a merged area who went to an Iowa area school. The number in the diamond is the area total.

Note that Area XI sent the largest representation to area schools a function of its size. It is the largest area in population among the fifteen. Of the 1972 graduates, 772 Area XI students chose an area school. Area V, with 737, and Area X with 681, were next. Only 187 Area IV students, and 217 Area XIV students went on to area schools.

On the map showing the high school of origin of Des Moines Area Community College (Figure H) the reader will find that many of Area XI's students are recent graduates of schools outside Area XI. In Area XI the top number in the circle represents the number of 1972 graduates from that school district who enrolled at Des Moines Area Community College. The bottom number represents the 1972 graduates from that school district who enrolled in one of Iowa's area schools. The identity of individual school districts can be determined from Table I, which shows school district numbers. For instance, 1359 is Colo.

A study of this figure reveals that a significant number of graduates from Area XI high schools are attending schools other than Des Moines Area Community College. For example, although seven 1972 graduates of Colo public schools are attending an area school, only three are enrolled at Des Moines Area Community College.

C. Enrollment Trends in the Area School

"Headcount" enrollment at Des Moines Area Community College (Area XI) has been increasing steadily since the 1967-68 school year. This fact is apparent in Figures I and J, and Table VII.

In Figure I the alternately dashed and dotted line represents fall term enrollment (as reported by Area XI to the State Department of Public Instruction, Area Schools Branch), since the fall term of 1967. The short dashed line represents the winter term enrollment since the winter term of 1967-68. The longer dashed line is indicative of the enrollment in the spring quarter since spring of 1968 and the solid line portrays the summer term enrollment since the summer of 1968. The vertical distance between the various lines is representative of the net gain or loss between terms in a given school year.

be used in a professional manner; it should not be used to judge the adequacy of a given school district or its staff. Conditions outside the school affect college-attendance propensity as mentioned earlier.

Figure G displays the number of 1972 graduates from each Iowa school district who attended one of Iowa's Area Schools in 1972. The numbers in each circle represent the number from a given district who went to an area school, and the school district number. The number in each oval represents the number of private school graduates from a merged area who went to an Iowa area school. The number in each diamond is the area total.

Note that Area XI sent the largest representation to area schools, a function of its size. It is the largest area in population among the fifteen. Of the 1972 graduates, 772 Area XI students chose an area school. Area V, with 737 graduates, and Area X with 681, were next. Only 187 Area IV graduates and 217 Area XIV graduates went on to area schools.

On the map showing the high school of origin of Area XII students, (Figure H) the reader will find that many of Area XII's students were recent graduates of schools outside the area. In Area XII the top number in the circle represents the number of 1972 graduates from that school district who enrolled at Western Iowa Tech. The bottom number represents the 1972 graduates from that school district who enrolled in one of Iowa's area schools. The identity of individual school districts can be determined from Table I, which shows school district numbers. For instance, circle number 1152 is Cherokee.

A study of this figure reveals that a singificant number of graduates from Area XII high schools attended schools other than Western Iowa Tech. For example, although 21 1972 graduates of Cherokee public schools were attending an area school, only four were enrolled at Western Iowa Tech.

C. Enrollment Trends in the Area School

"Headcount" enrollment at Western Iowa Tech (Area XII) has been increasing markedly since the 1966 school year. This fact is apparent in Figures I and J, and Table VII.

In Figure I the alternately dashed and dotted line represents fall term enrollment (as reported by Area XII to the State Department of Public Instruction, Area Schools Branch) since the fall term of 1966. The short dashed line represents the winter term enrollment since the winter term of 1966-67. The longer dashed line is indicative of the enrollment in the spring quarter since spring of 1967 and the solid line portrays the summer term enrollment since the summer of 1967. The vertical distance between the various lines is representative of the net gain or loss between terms in a given school year.

be used in a professional manner; it should not be used to judge the adequacy of a given school district or its staff. Conditions outside the school affect college-attendance propensity as mentioned earlier.

Figure G displays the number of 1972 graduates from each Iowa school district who attended one of Iowa's Area Schools in 1972. The numbers in each circle represent the number from a given district who went to an area school, and the school district number. The number in the oval represents the number of private school graduates from a merged area who went to an Iowa area school. The number in the diamond is the area total.

Note that Area XI sent the largest representation to area schools, a function of its size. It is the largest area in population among the fifteen. Of the 1972 graduates, 772 Area IX students chose an area school. Area V, with 737, and Area X with 681, were next. Only 187 Area IV students, and 217 Area XIV students went on to area schools.

On the map showing the high school of origin of Area XIII students, (Figure H) the reader will find that many of Iowa Western Community College's students are recent graduates of schools outside Area XIII. In Area XIII the top number in the circle represents the number of 1972 graduates from that school district who enrolled at Iowa Western. The bottom number represents the 1972 graduates from that school district who enrolled in one of Iowa's area schools. The identity of individual school districts can be determined from Table I, which shows school district numbers. For instance, 1917 is Dunlap.

A study of this figure reveals that a significant number of graduates from Area XIII high schools are attending schools other than Iowa Western Community College. For example, although five 1972 graduates of Dunlap public schools are attending an area school, only two are enrolled at Iowa Western Community College.

C. Enrollment Trends in the Area School

"Headcount" enrollment at Iowa Western Community College (Area XIII) has been increasing steadily since the 1966-67 school year. This fact is apparent in Figures I and J, and Table VII.

In Figure I the alternately dashed and dotted line represents fall term enrollment (as reported by Area XIII to the State Department of Public Instruction, Area Schools Branch), since the fall term of 1966. The short dashed line represents the winter term enrollment since the winter term of 1968-69. The longer dashed line is indicative of the enrollment in the spring quarter since spring of 1968 and the solid line portrays the summer term enrollment since the summer of 1968. The vertical distance between the various lines is representative of the net gain or loss between terms in a given school year.

be used in a professional manner; it should not be used to judge the adequacy of a given school district or its staff. Conditions outside the school affect college-attendance propensity as mentioned earlier.

Figure G displays the number of 1972 graduates from each Iowa school district who attended one of Iowa's Area Schools in 1972. The numbers in each circle represent the number from a given district who went to an area school, and the school district number. The number in the oval represents the number of private school graduates from a merged area who went to an Iowa area school. The number in the diamond is the area total.

Note that Area XI sent the largest representation to area schools, a function of its size. It is the largest area in population among the fifteen. Of the 1972 graduates, 772 Area XI students chose an area school. Area V, with 737, and Area X with 681, were next. Only 187 Area IV students, and 217 Area XIV students went on to area schools.

On the map showing the high school of origin of Area XIV students, (Figure H) the reader will find that several of Southwestern's students are recent graduates of schools outside Area XIV. In Area XIV the top number in the circle represents the number of 1972 graduates from that school district who enrolled in Area XIV. The bottom number represents the 1972 graduates from that school district who enrolled in one of Iowa's area schools. The identity of individual school districts can be determined from Table I, which shows school district numbers. For instance, 1,211 is Clarke Community.

A study of this figure reveals that a significant number of graduates from Area XIV high schools are attending schools other than Southwestern Community College. For example, although 13 1972 graduates of Clarke public schools are attending an area school, only 5 are enrolled at Southwestern.

C. Enrollment Trends in the Area School

"Headcount" enrollment at Southwestern Community College (Area XIV) has been increasing steadily since the 1966 school year. This fact is apparent in Figure I & J, and Table VII.

In Figure I the alternately dashed and dotted line represents fall term enrollment (as reported by Area XIV to the State Department of Public Instruction, Area Schools Branch), since the fall term of 1966. The dashed line is indicative of the enrollment in the spring term since spring of 1968, and the solid line portrays the summer term enrollment since the summer of 1968. The vertical distance between the various lines is representative of the net gain or loss between terms in a given school year.

be used in a professional manner; it should not be used to judge the adequacy of a given school district or its staff. Conditions outside the school affect college-attendance propensity as mentioned earlier.

Figure G displays the number of 1972 graduates from each Iowa school district who attended one of Iowa's Area Schools in 1972. The numbers in each circle represent the number from a given district who went to an area school, and the school district number. The number in the oval represents the number of private school graduates from a merged area who went to an Iowa area school. The number in the diamond is the area total.

Note that Area XI sent the largest representation to area schools, a function of its size. It is the largest area in population among the fifteen. Of the 1972 graduates, 772 Area XI students chose an area school. Area V, with 737, and Area X with 681, were next. Only 187 Area IV students, and 217 Area XIV students went on to area schools.

On the map showing the high school of origin of Area XV students, (Figure H) the reader will find that many of Indian Hills' students are recent graduates of schools outside Area XV. In Area XV the top number in the circle represents the number of 1972 graduates from that school district enrolled at Indian Hills Community College. The bottom number represents the 1972 graduates from that school district who enrolled in one of Iowa's area schools. The identity of individual school districts can be determined from Table I, which shows school district numbers. For instance, 5,013 is Oskaloosa.

A study of this figure reveals that a significant number of graduates from Area XV high schools are attending schools other than Indian Hills. For example, although thirteen 1972 graduates of Oskaloosa public schools are attending an area school, only eight are enrolled at one of the Indian Hills campuses.

C. Enrollment Trends in the Area School

"Headcount" enrollment at Indian Hills (Area XV) has been approximately maintaining since the 1967-68 school year. This fact is apparent in Figures I & J, and Table VII.

In Figure I the alternately dashed and dotted line represents fall term enrollment (as reported by Area XV to the State Department of Public Instruction, Area Schools Branch), since the fall term of 1967. The short dashed line represents the winter term enrollment since the winter term of 1968-69. The longer dashed line is indicative of the enrollment in the spring quarter since spring of 1968, and the solid line portrays the summer term enrollment since the summer of 1968. The "S" lines represents semester term enrollment; the "Q" lines represent quarter term enrollment. The vertical distance between the various lines is representative of the net gain or loss between terms in a given school year.

be used in a professional manner, it should not be used to judge the adequacy of a given school district or its staff. Conditions outside the school affect college-attendance propensity as mentioned earlier.

Figure G displays the number of 1972 graduates from each Iowa school district who attended one of Iowa's Area Schools in 1972. The numbers in each circle represent the number from a given district who went to an area school, and the school district number. The number in the oval represents the number of private school graduates from a merged area who went to an Iowa area school. The number in the diamond is the area total.

Note that Area XI sent the largest representation to area schools, a function of its size. It is the largest area in population among the fifteen. Of the 1972 graduates, 772 Area XI students chose an area school. Area V, with 737, and Area X with 681, were next. Only 187 Area IV students, and 217 Area XIV students went on to area schools.

On the map showing the high school of origin of Area XVI students, (Figure H) the reader will find that some of Southeastern's students are recent graduates of schools outside Area XVI. In Area XVI the top number in the circle represents the number of 1972 graduates from that school district who enrolled in Area XVI. The bottom number represents the 1972 graduates from that school district who enrolled in one of Iowa's area schools. The identity of individual school districts can be determined from Table I, which shows school district numbers. For instance, 3312 is Keokuk.

A study of this figure reveals that a significant number of graduates from Area XVI high schools are attending schools other than Southeastern Iowa Community College. For example, although 65 1972 graduates of Keokuk public schools are attending an area school, only 58 are enrolled at Southeastern Iowa Community College.

C. Enrollment Trends in the Area School

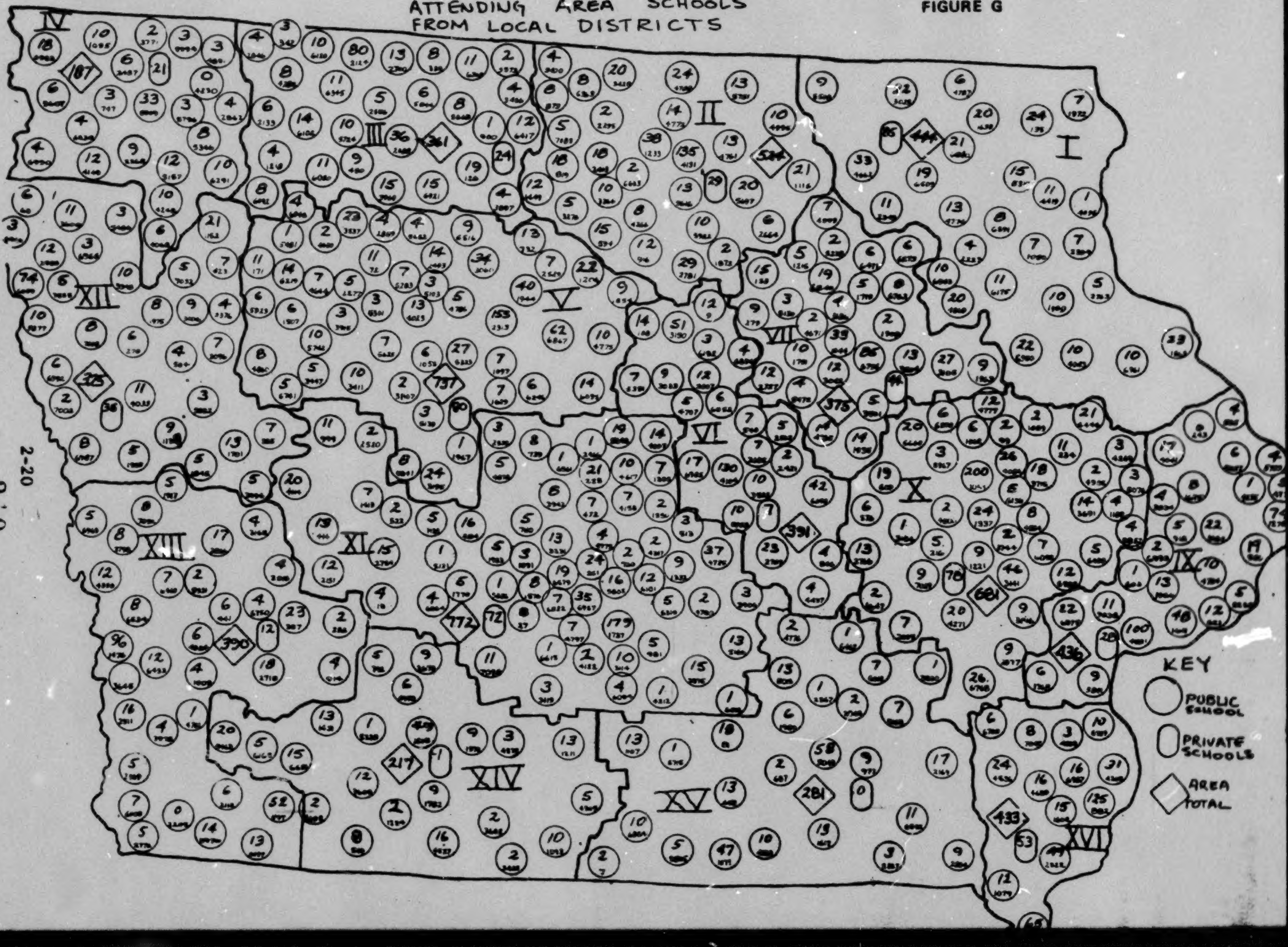
"Headcount" enrollment at Southeastern Iowa Community College (Area XVI) has been increasing steadily since the 1967-68 school year. This fact is apparent in Figures I & J, and Table VII.

In Figure I the alternately dashed and dotted line represents fall term enrollment (as reported by Area XVI to the State Department of Public Instruction, Area Schools Branch), since the fall term of 1967. The short dashed line represents the winter quarter enrollment since the winter term of 1968. The longer dashed line is indicative of the enrollment in the spring quarter since spring of 1968, and the solid line portrays the summer term enrollment since the summer of 1968. The "S" lines represent semester enrollment, the "Q" represents quarters. The vertical distance between the various lines is representative of the net gain or loss between terms in a given school year.

STATE O IOWA
1972 GRADUATES

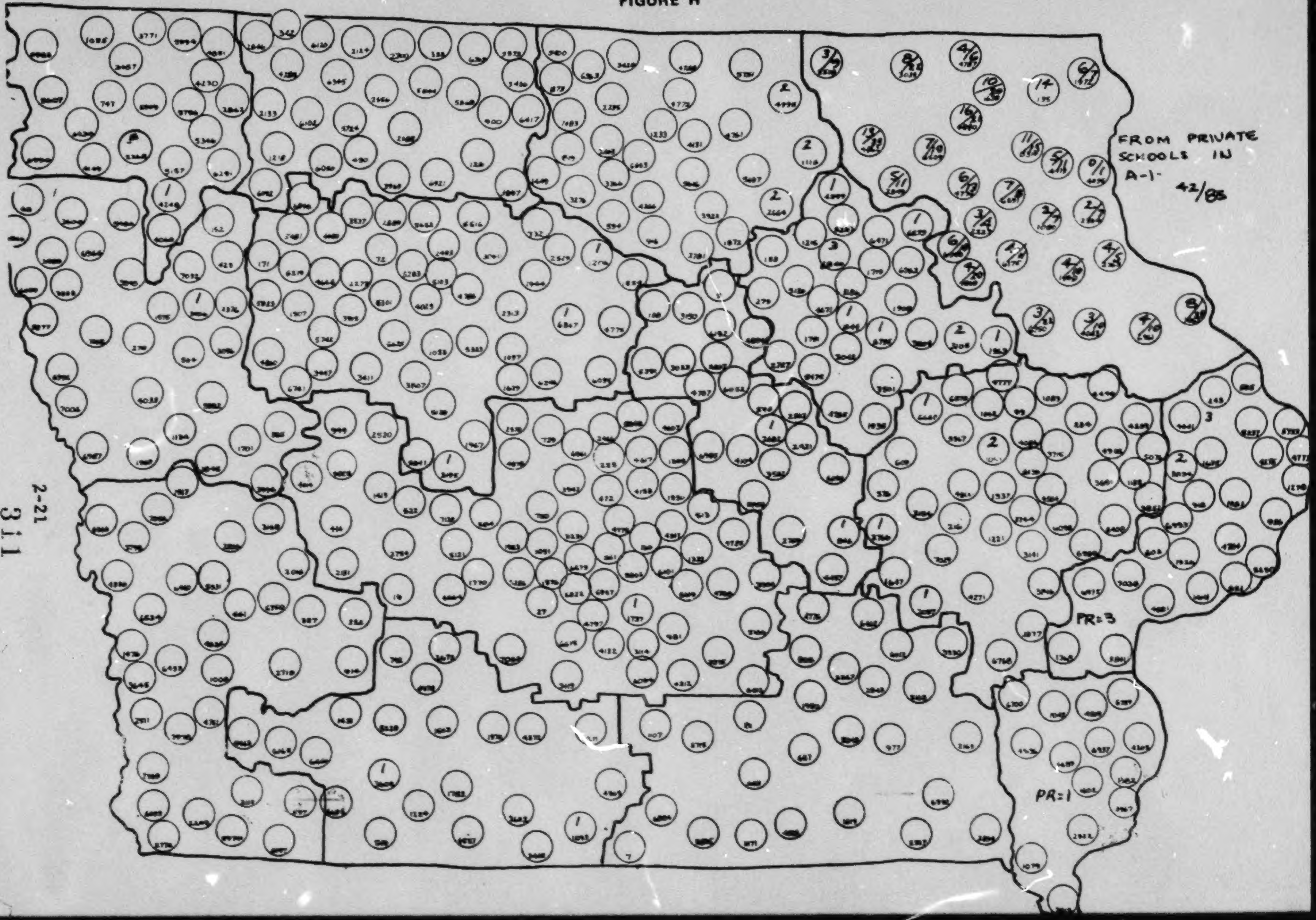
ATTENDING AREA SCHOOLS
FROM LOCAL DISTRICTS

FIGURE G


KEY
PUBLIC SCHOOL
PRIVATE SCHOOLS
AREA TOTAL
I
444
II
524
III
361
IV
187
V
737
VI
VII
375
IX
436
X
681
XI
772
XII
325
XIII
390
XIV
217
XV
281
XVI
433
391

AREA ONE ENRO[illegible]ES-FALL 1972
H.S. OF ORIGIN , 1972 GRADUATES

FIGURE H

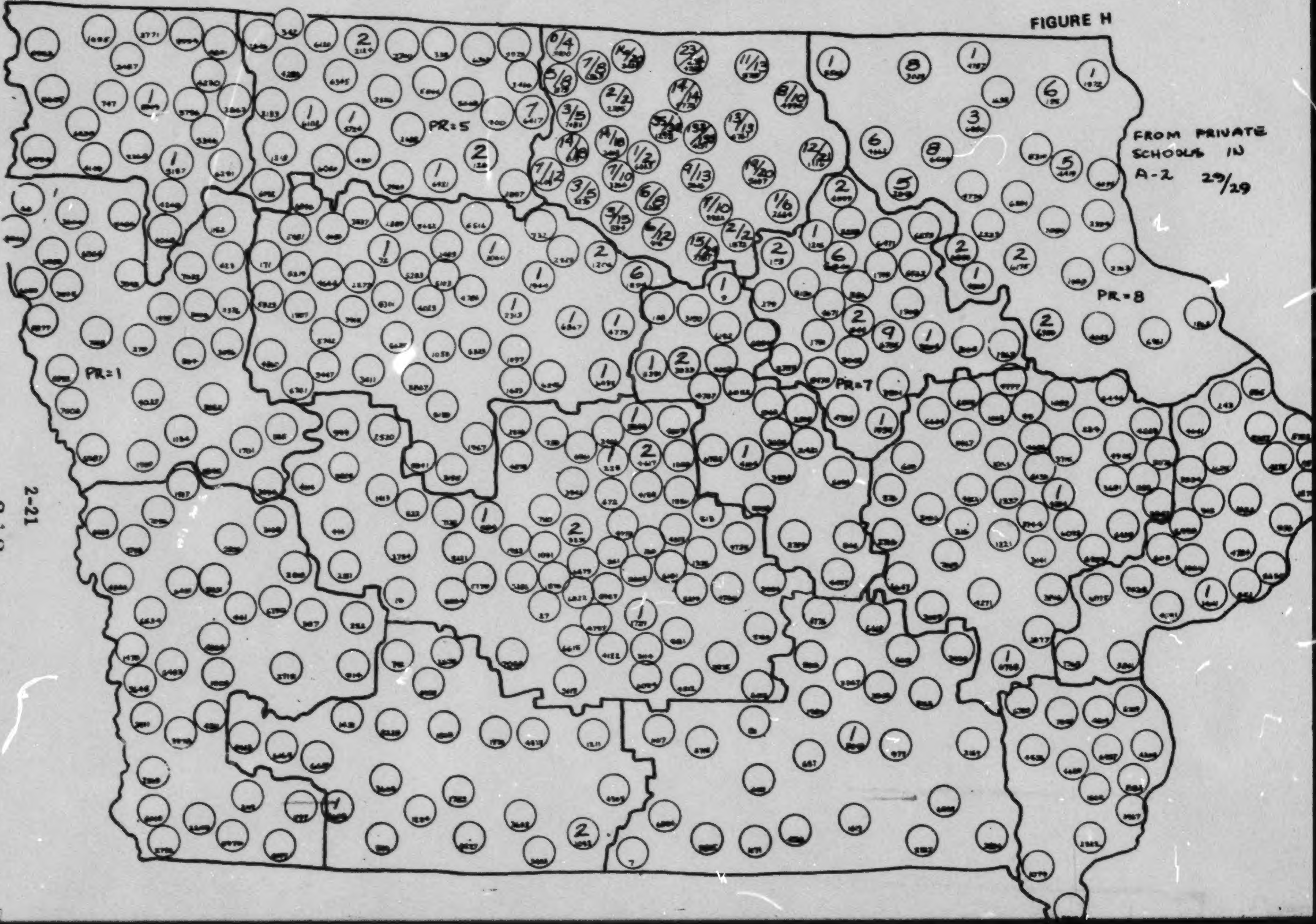


FROM PRIVATE SCHOOLS IN A-1- 42/85

AREA II FALL 1972

HIGH SCHOOL OF ORIGIN – 1972 GRADUATES

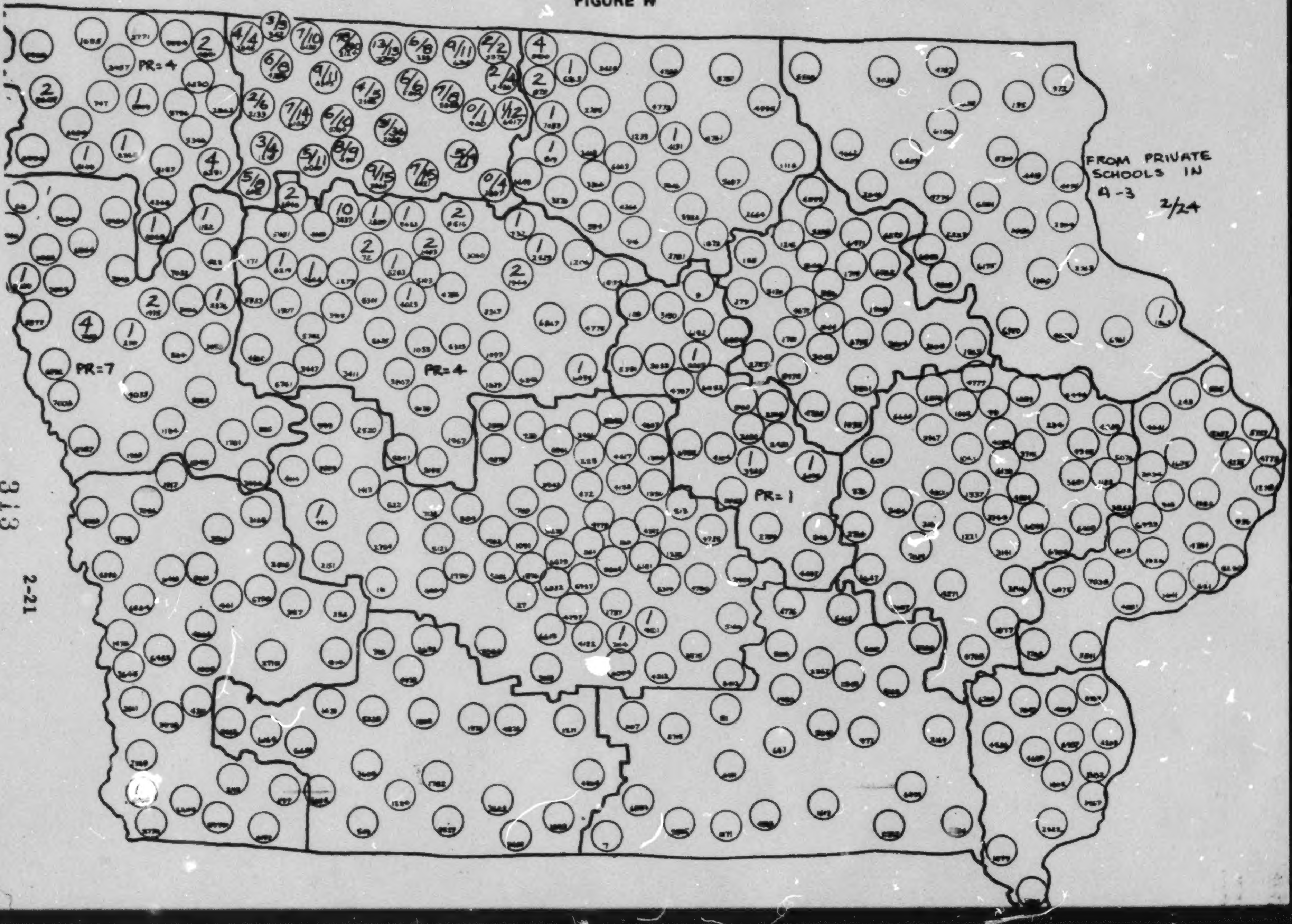
FIGURE H


PR=5
PR=1
PR=8
PR=7

FROM PRIVATE SCHOOLS IN A-2 29/29

AREA III FALL 1972
HIGH SCHOOL OF ORIGIN - 1972 HIGH SCHOOL GRADUATES

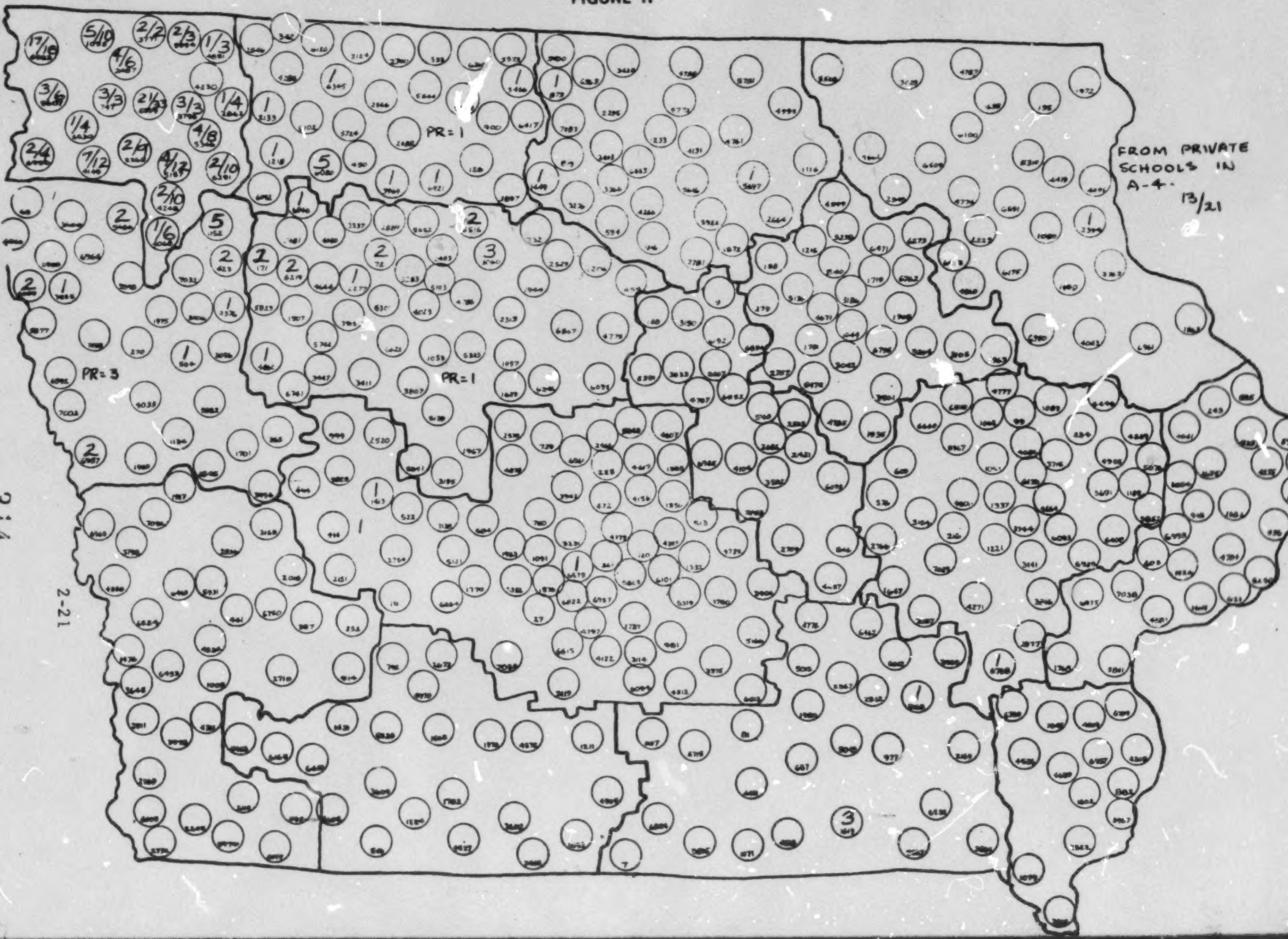
FIGURE H


PR=4
PR=7
PR=4
PR=1
FROM PRIVATE SCHOOLS IN A-3
2/24

AREA IV FALL 1972

HIGH SCHOOL OF ORIGIN - 1972 HIGH SCHOOL GRADUATES

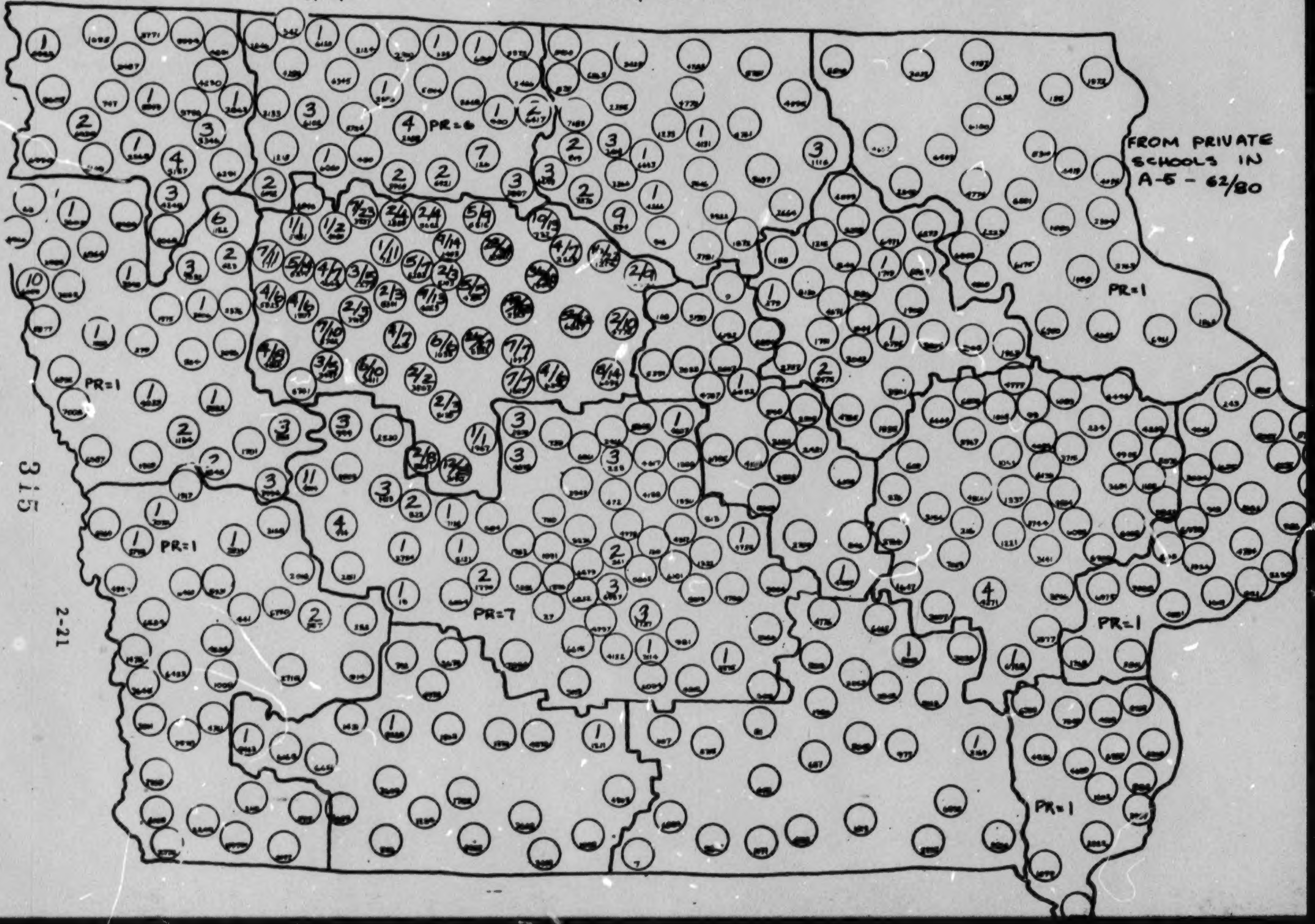
FIGURE H



FROM PRIVATE SCHOOLS IN A-4. 13/21

FIGURE H

AREA V FALL 1977
HIGH SCHOOL OF ORIGIN - 1972 HIGH SCHOOL GRADUATES


PR=6
PR=1
PR=1
PR=1
PR=7
PR=1
PR=1

FROM PRIVATE SCHOOLS IN A-5 - 62/80

FIGURE H

AREA VI - FALL 1972
HIGH SCHOOL OF ORIGIN - 1972 HIGH SCHOOL GRADUATES

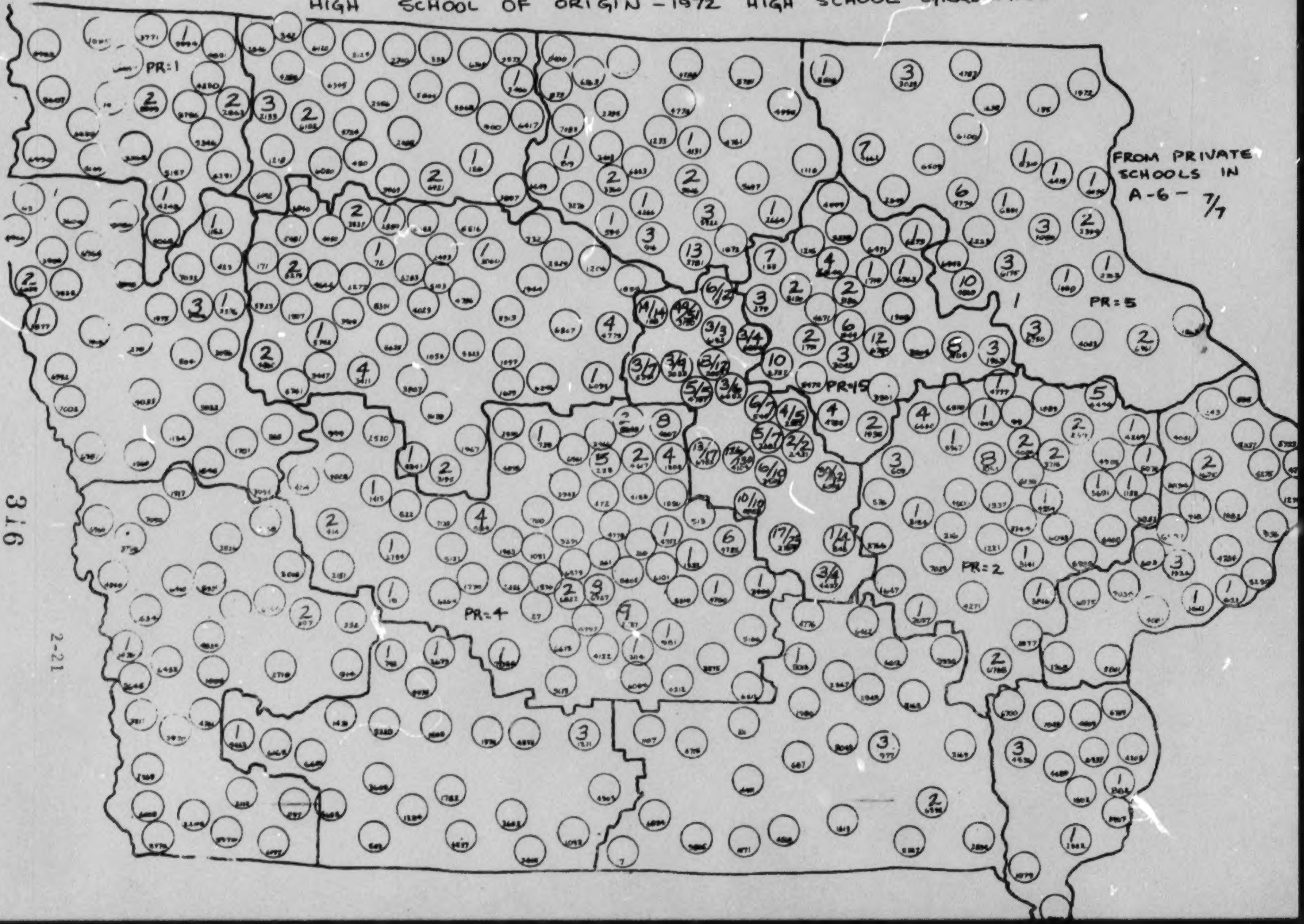
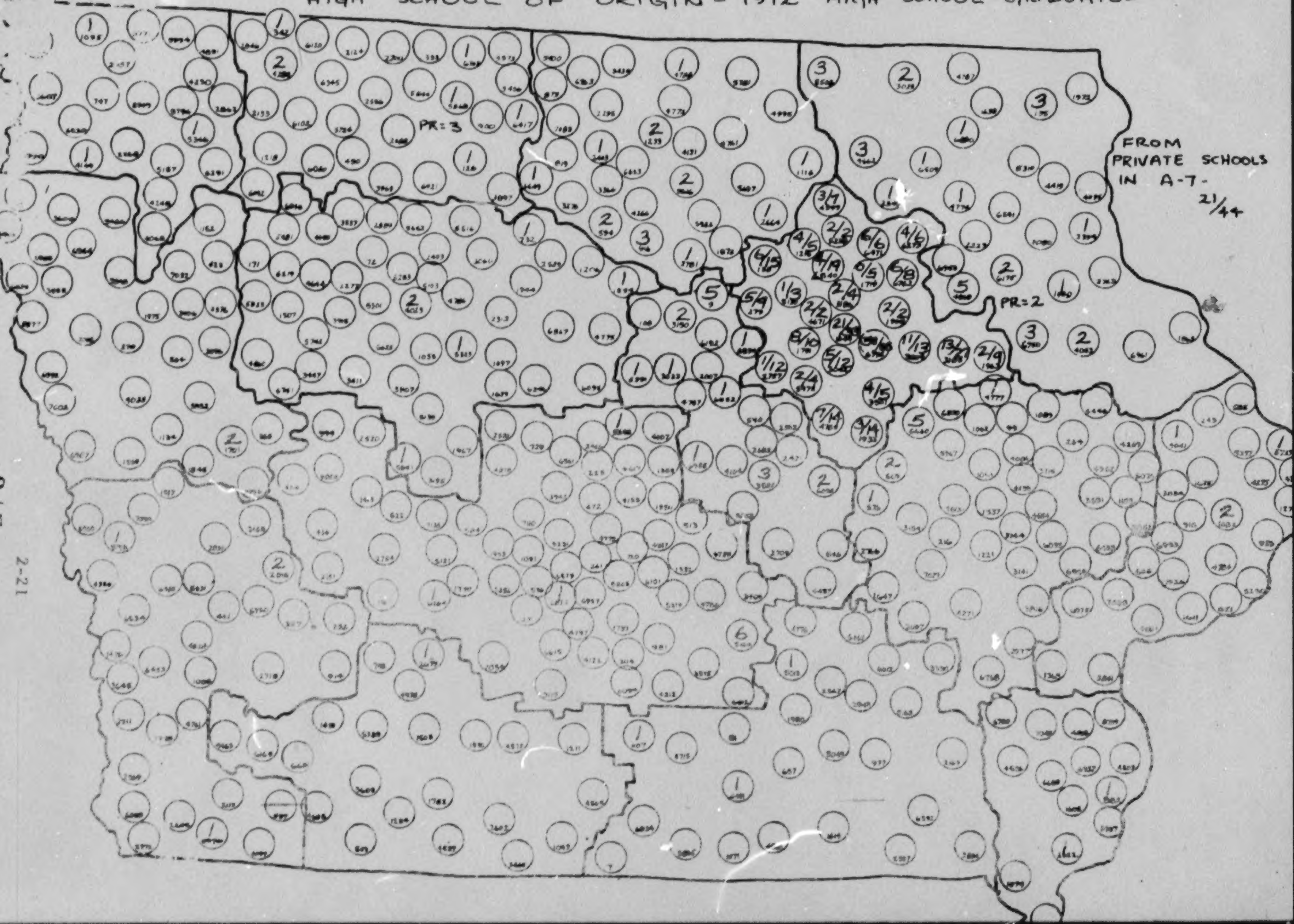

PR:1
PR:5
PR:15
PR:2
PR:4
FROM PRIVATE SCHOOLS IN A-6 - 7/7

FIGURE
AREA VIII - 1972
HIGH SCHOOL OF ORIGIN - 1972 HIGH SCHOOL GRADUATES


FROM PRIVATE SCHOOLS IN A-7- 21/44
PR=3
PR=2

ORE H
AREA IX - FALL 1972
HIGH SCHOOL OF ORIGIN - 1972 HIGH SCHOOL GRADUATES

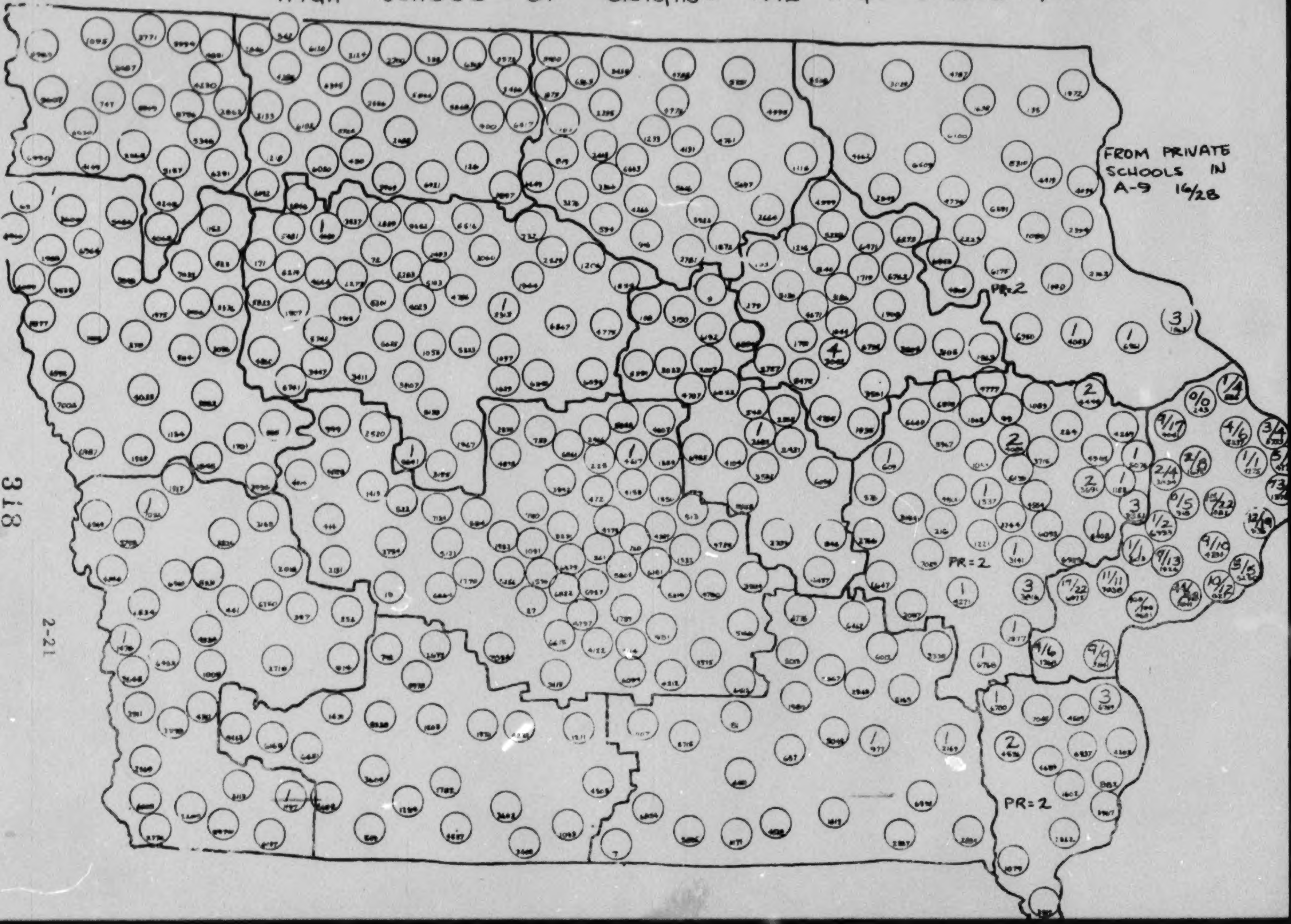
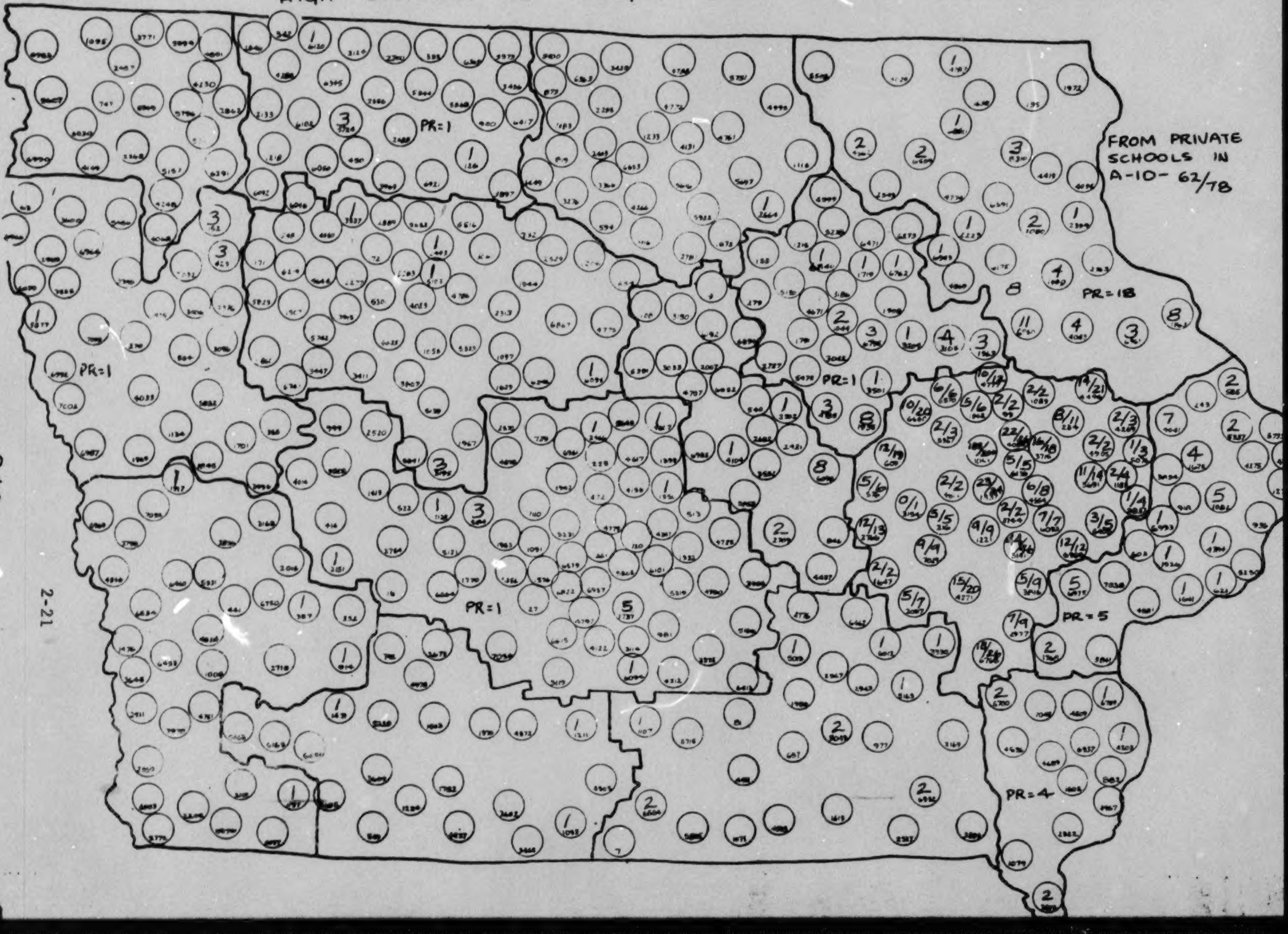

FROM PRIVATE SCHOOLS IN A-9 16/28
PR=2
PR=2
PR=2

FIGURE H

AREA X - FALL 1972

HIGH SCHOOL OF ORIGIN - 1972 HIGH SCHOOL GRADUATES

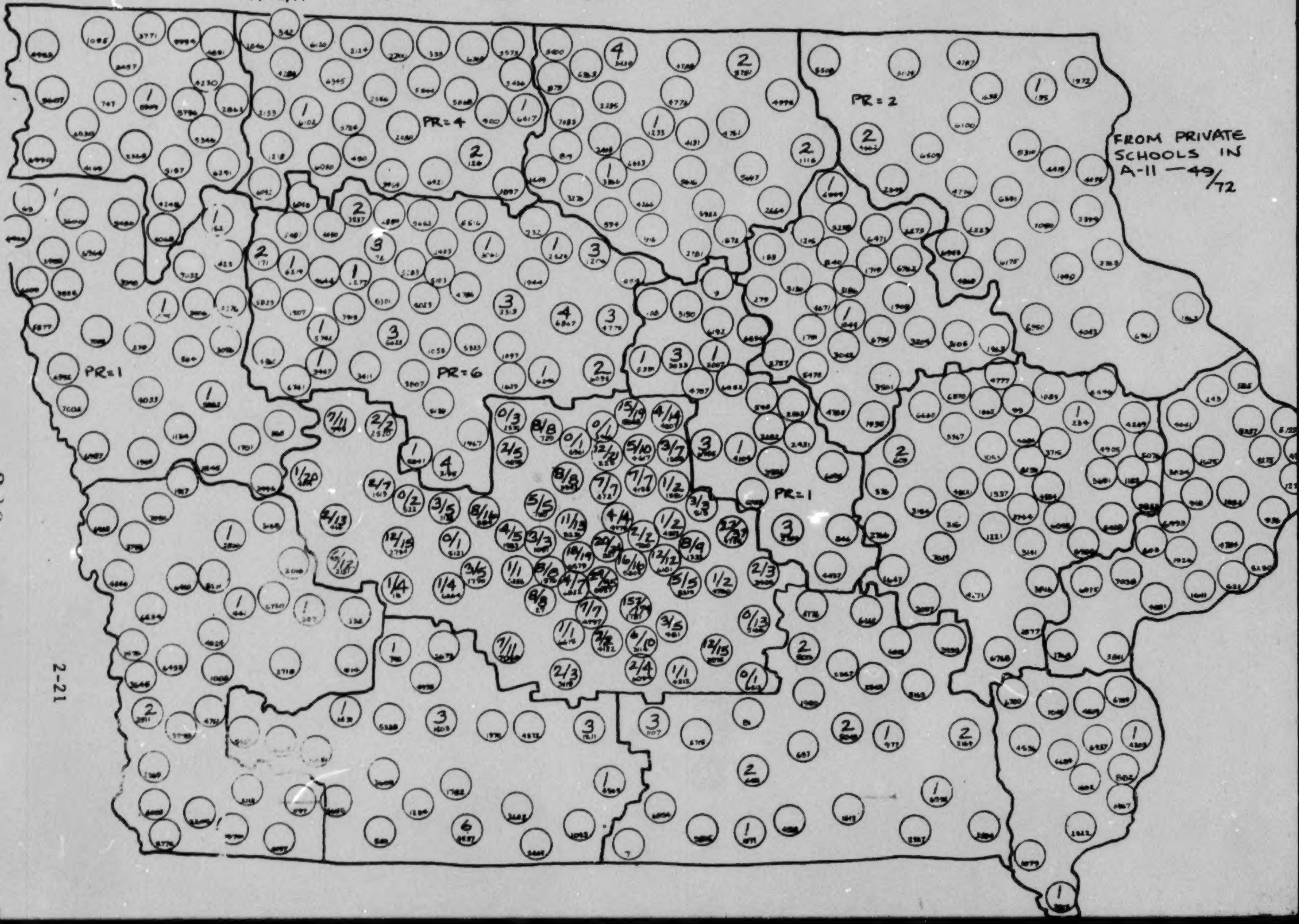

PR=1
PR=1
PR=1
PR=1
PR=1
PR=18
PR=5
PR=4

FROM PRIVATE SCHOOLS IN A-10- 62/78

FIGUR

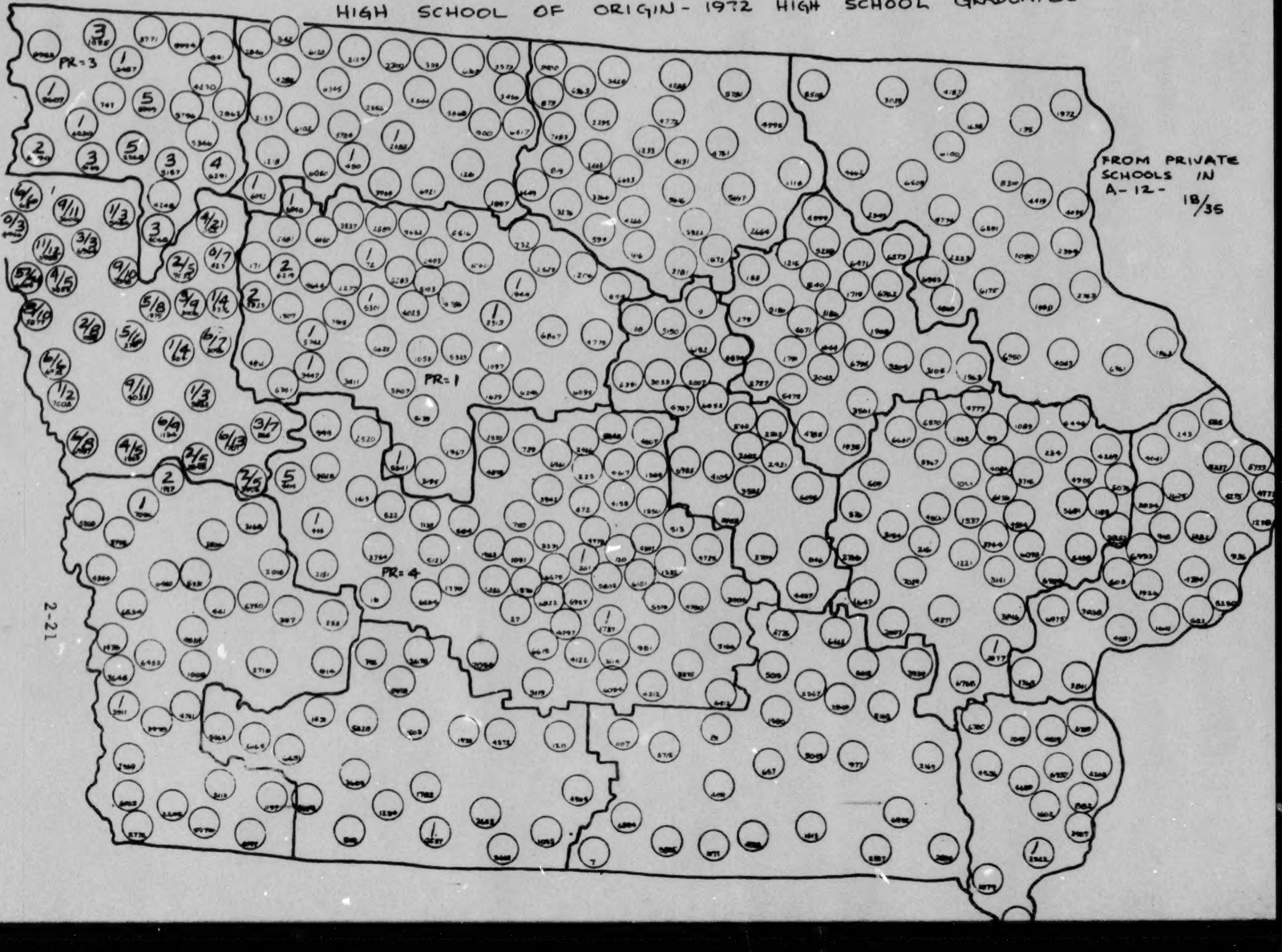
AREA XI FALL 1972

HIGH SCHOOL OF ORIGIN - 1972 HIGH SCHOOL GRADUATES


PR=4
PR=2
PR=1
PR=6
PR=1

FROM PRIVATE SCHOOLS IN A-11 — 49/72

AREA XII - FALL 1972
HIGH SCHOOL OF ORIGIN - 1972 HIGH SCHOOL GRADUATES

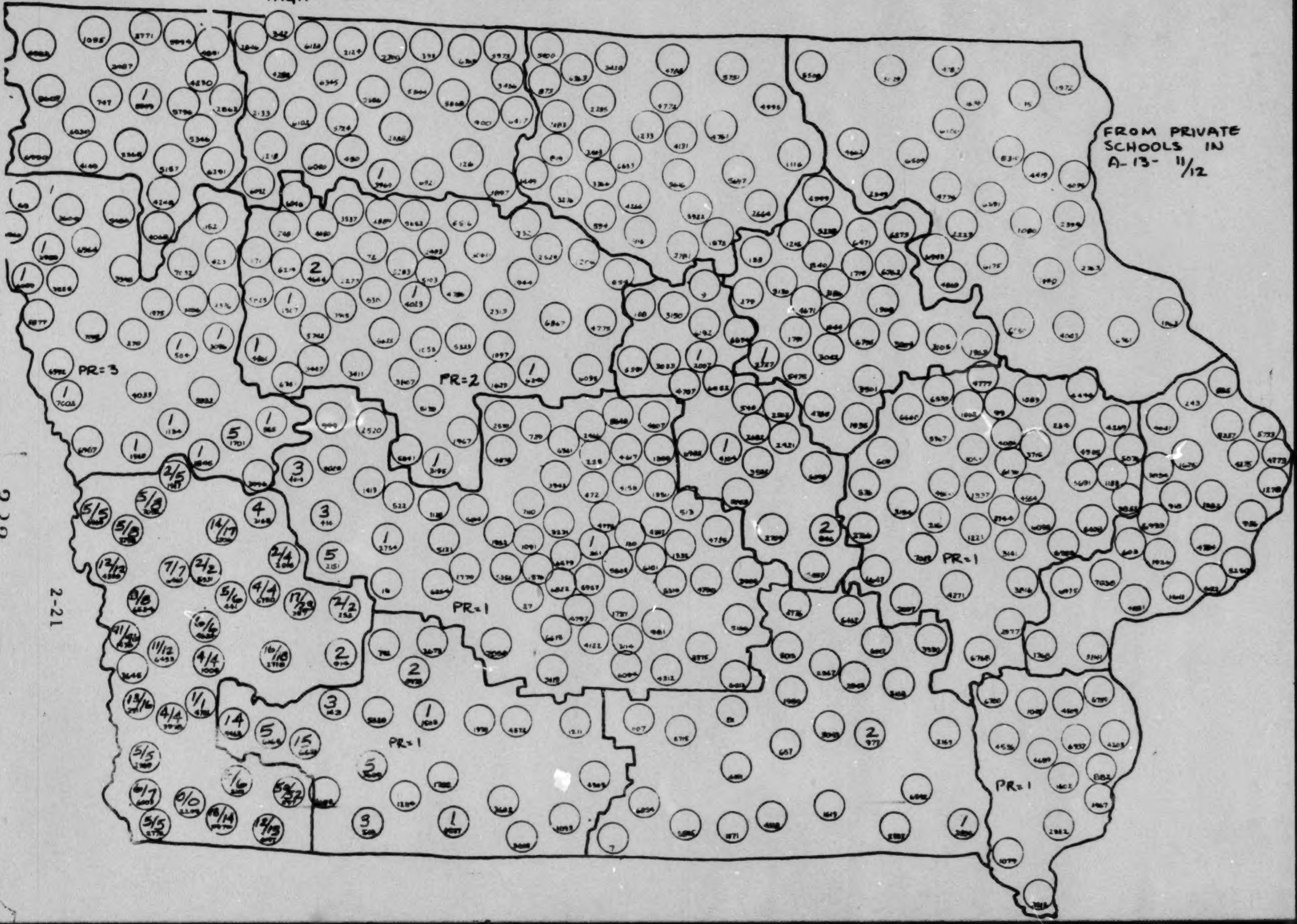


FROM PRIVATE
SCHOOLS IN
A-12- 18/35

FIGURE 4

AREA XIII – ALL 1972

HIGH SCHOOL OF ORIGIN – 1972 HIGH SCHOOL GRADUATES

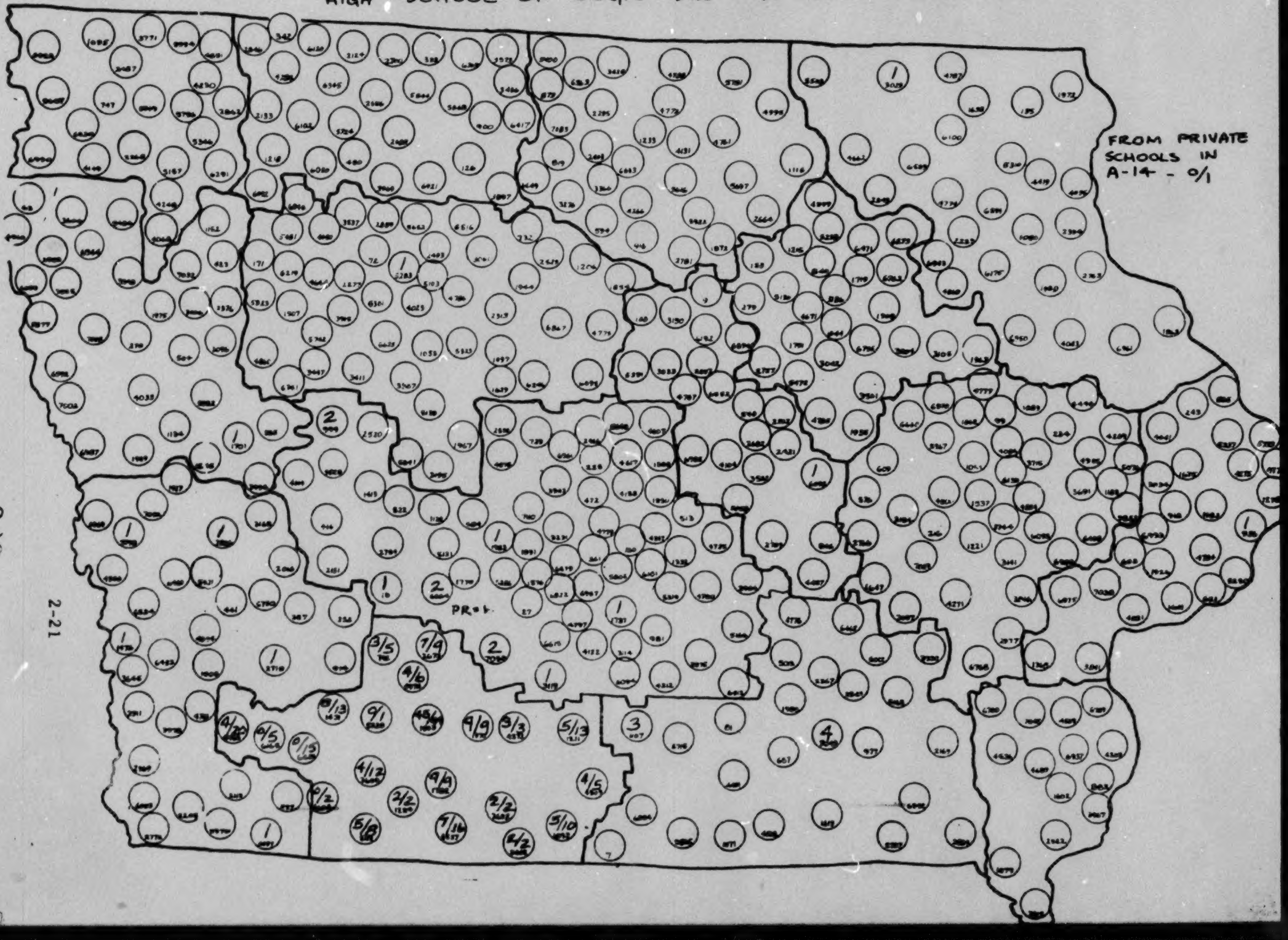

PR=3
PR=2
PR=1
PR=1
PR=1
PR=1

FROM PRIVATE SCHOOLS IN A-13- 11/12

URE H

AREA [illegible] - FALL 1972

HIGH SCHOOL OF ORIGIN - 1972 HIGH SCHOOL GRADUATES

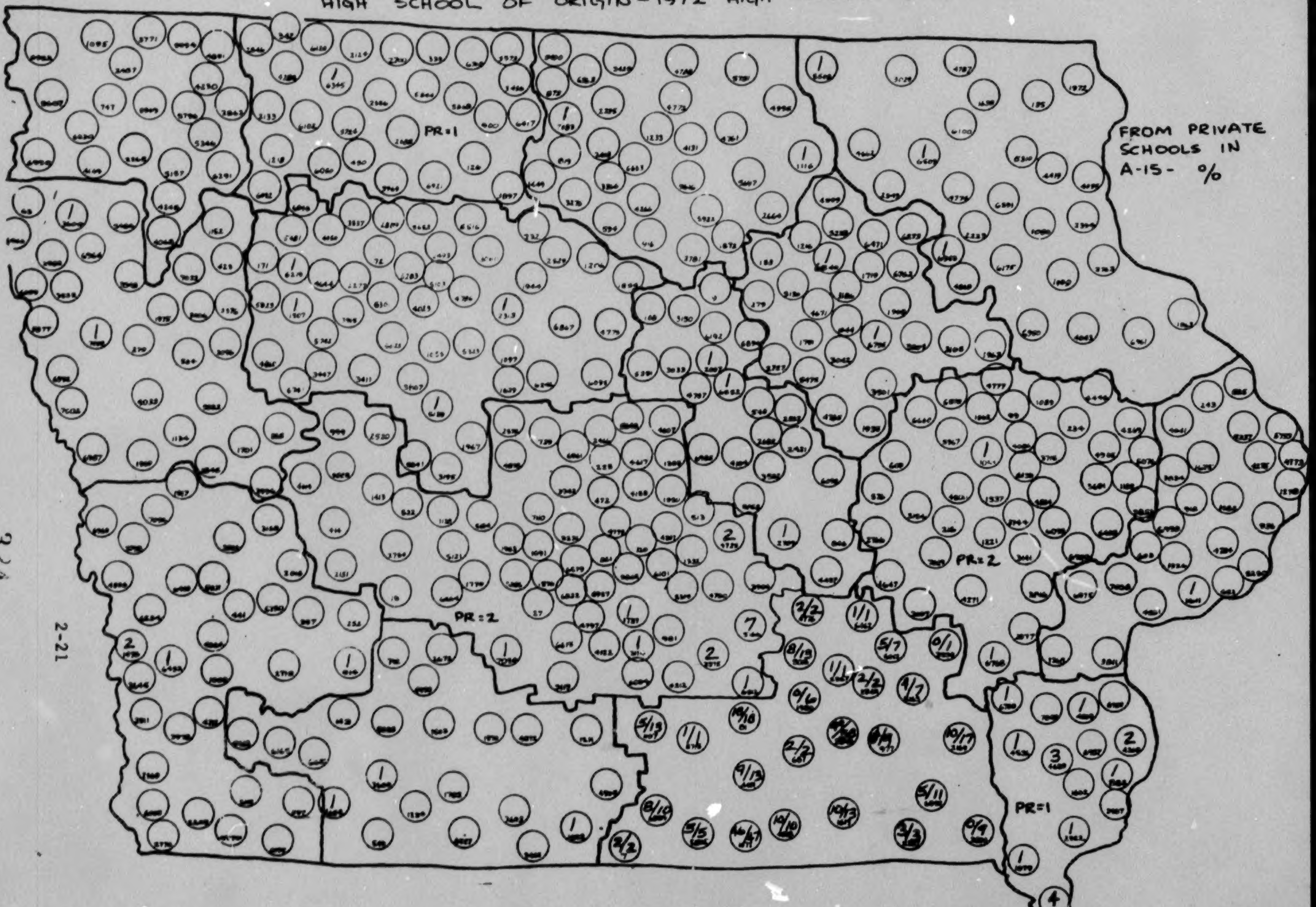


FROM PRIVATE SCHOOLS IN A-14 - 0/1

GURE H

AREA X– FALL 1972

HIGH SCHOOL OF ORIGIN–1972 HIGH SCHOOL GRADUATES

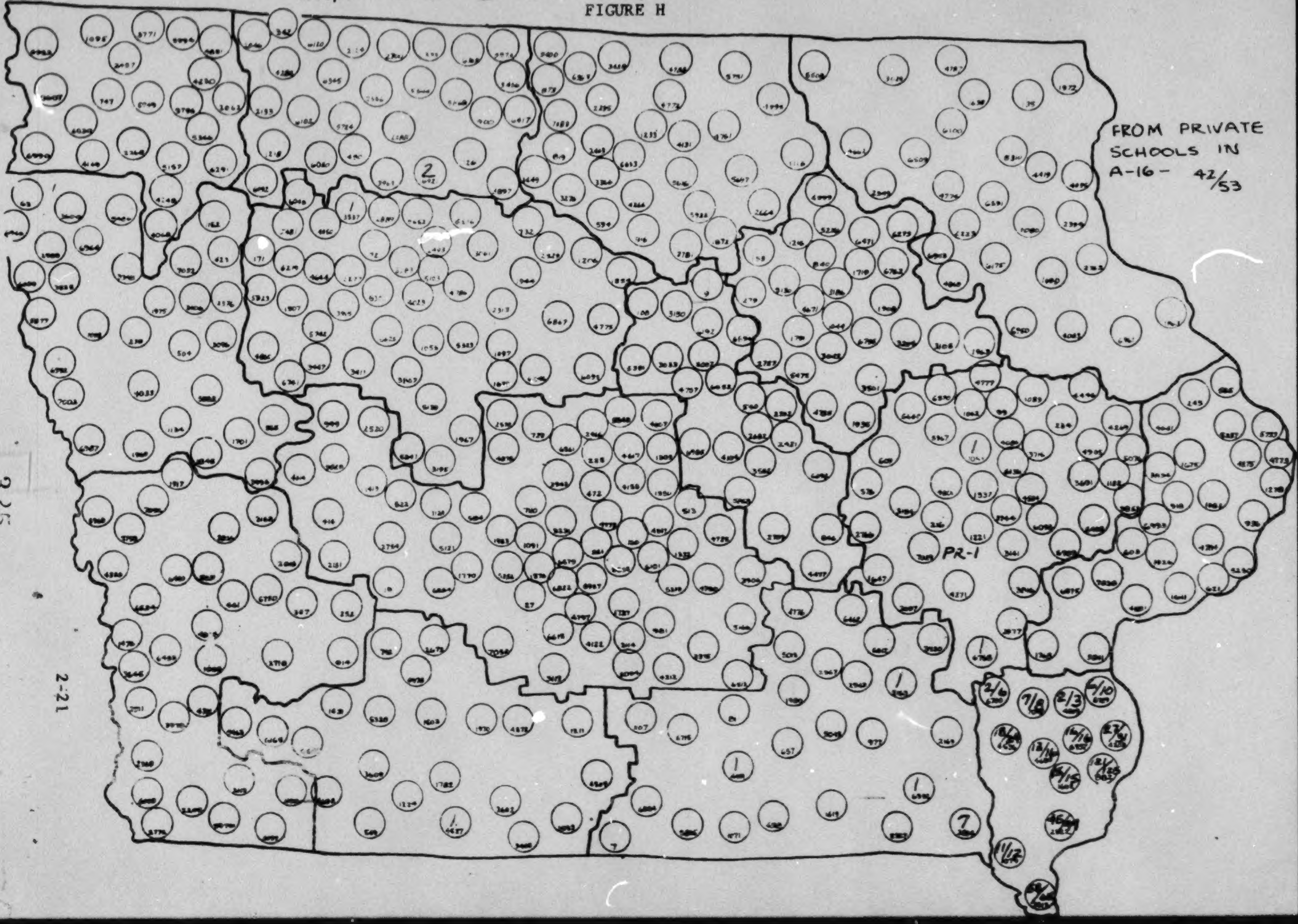

PR=1
PR=2
PR=2
PR=2
PR=1

FROM PRIVATE
SCHOOLS IN
A-15- %

AREA XVI FALL 1972

HIGH SCHOOL OF ORIGIN - 1972 HIGH SCHOOL GRADUATES

FIGURE H


2
1
PR-1
2/6
7/8
2/3
6/10
27/31
11/12
7

FROM PRIVATE SCHOOLS IN A-16- 42/53

FIGURE I

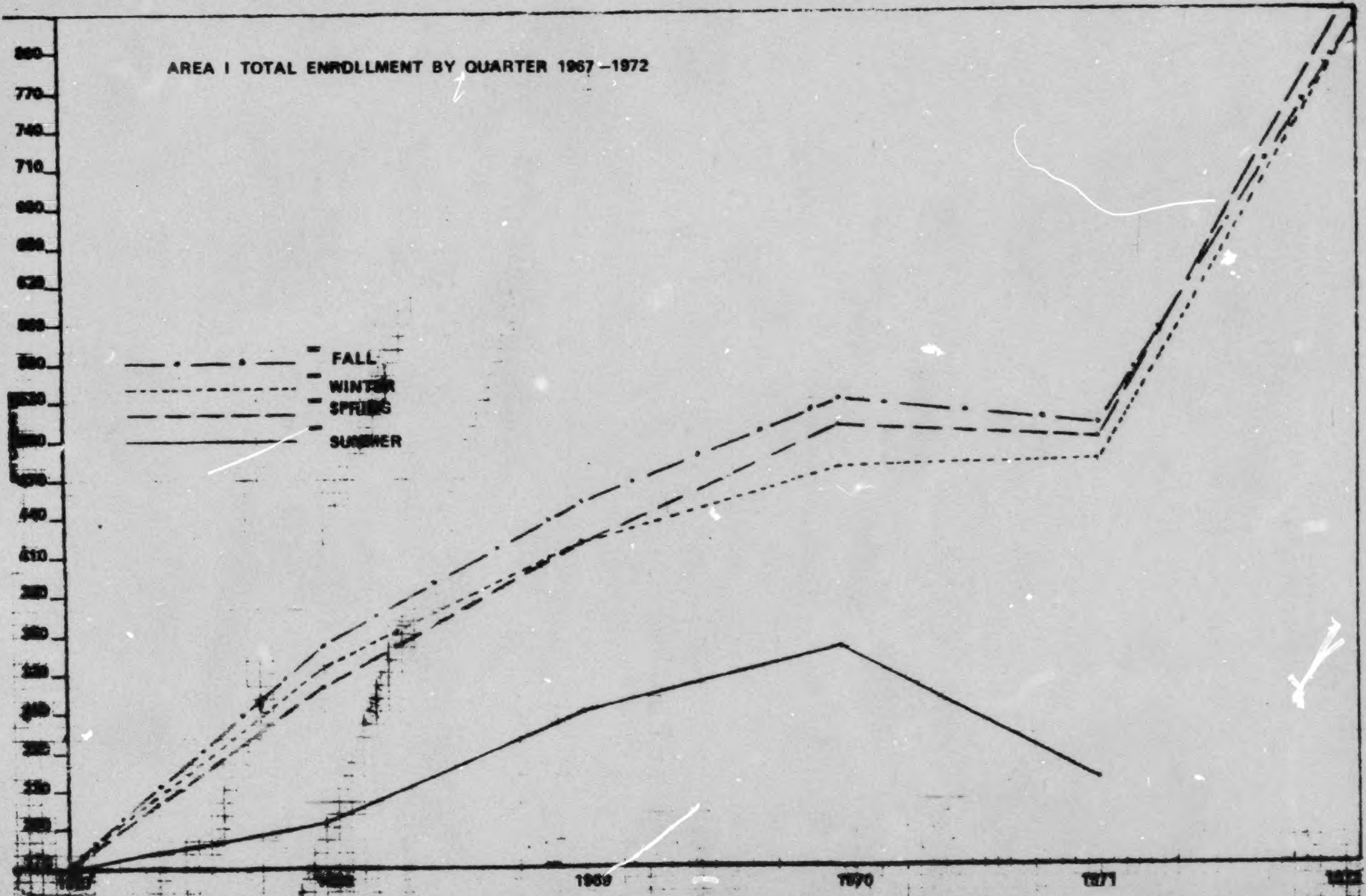
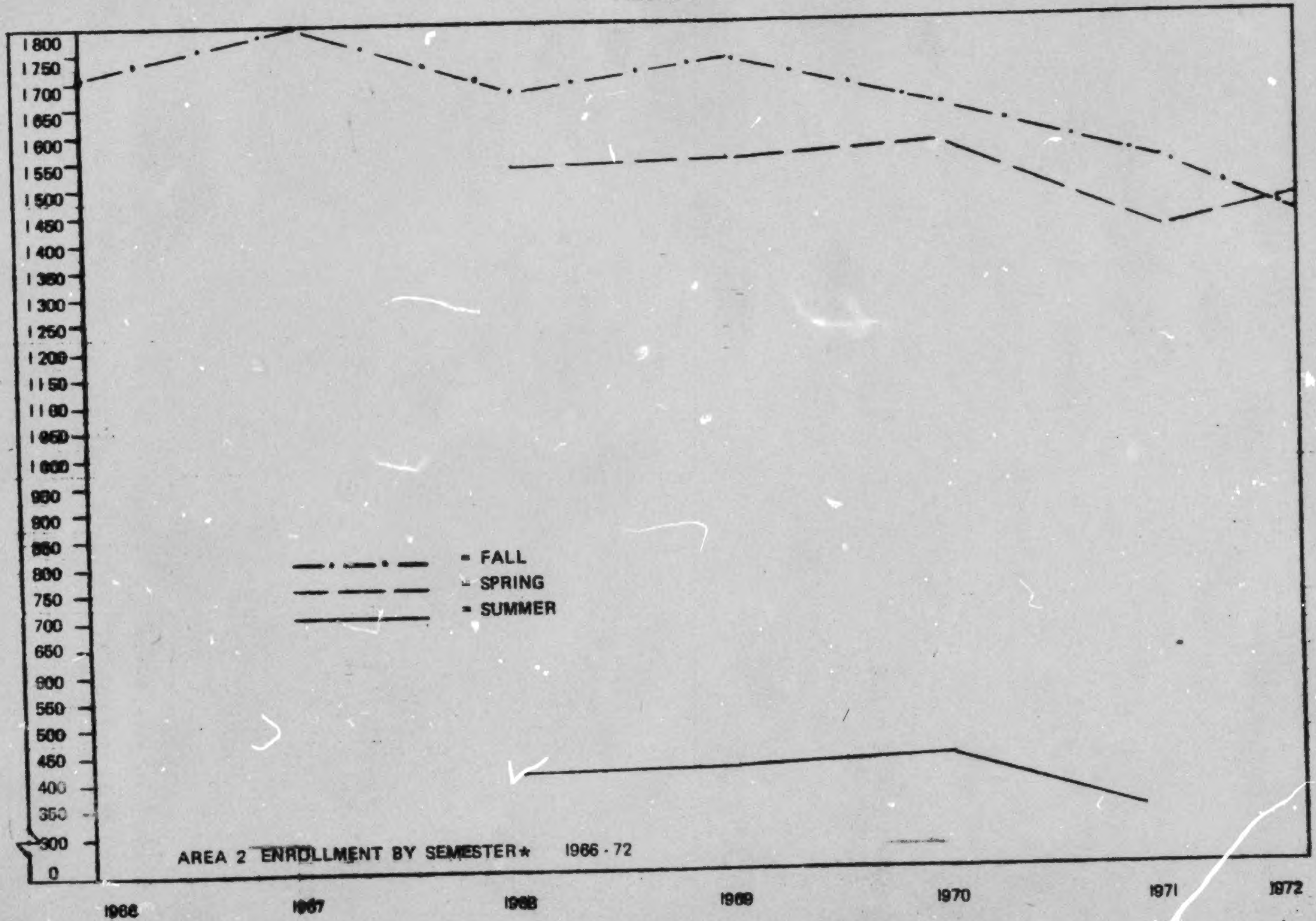

AREA I TOTAL ENROLLMENT BY QUARTER 1967–1972
FALL
WINTER
SPRING
SUMMER
800
770
740
710
680
650
620
590
560
530
500
470
440
410
380
350
320
290
260
230
200
170
1967
1968
1969
1970
1971
1972

FIGURE I



AREA 2 ENROLLMENT BY SEMESTER* 1966 - 72

FIGURE I

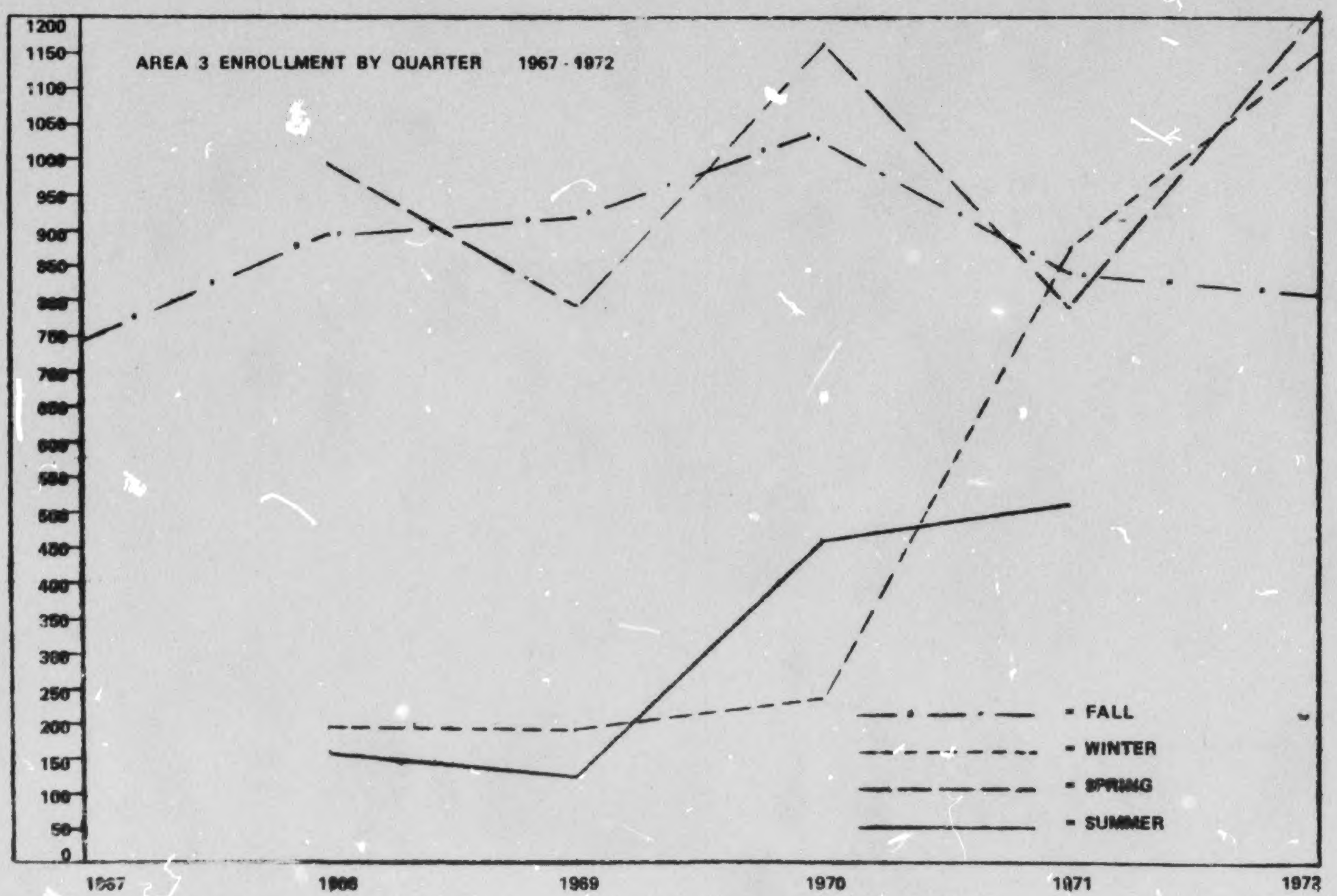

AREA 3 ENROLLMENT BY QUARTER 1967 - 1972
1200
1150
1100
1050
1000
950
900
850
800
750
700
650
600
550
500
450
400
350
300
250
200
150
100
50
0
1967
1968
1969
1970
1971
1972
- FALL
- WINTER
- SPRING
- SUMMER

FIGURE I

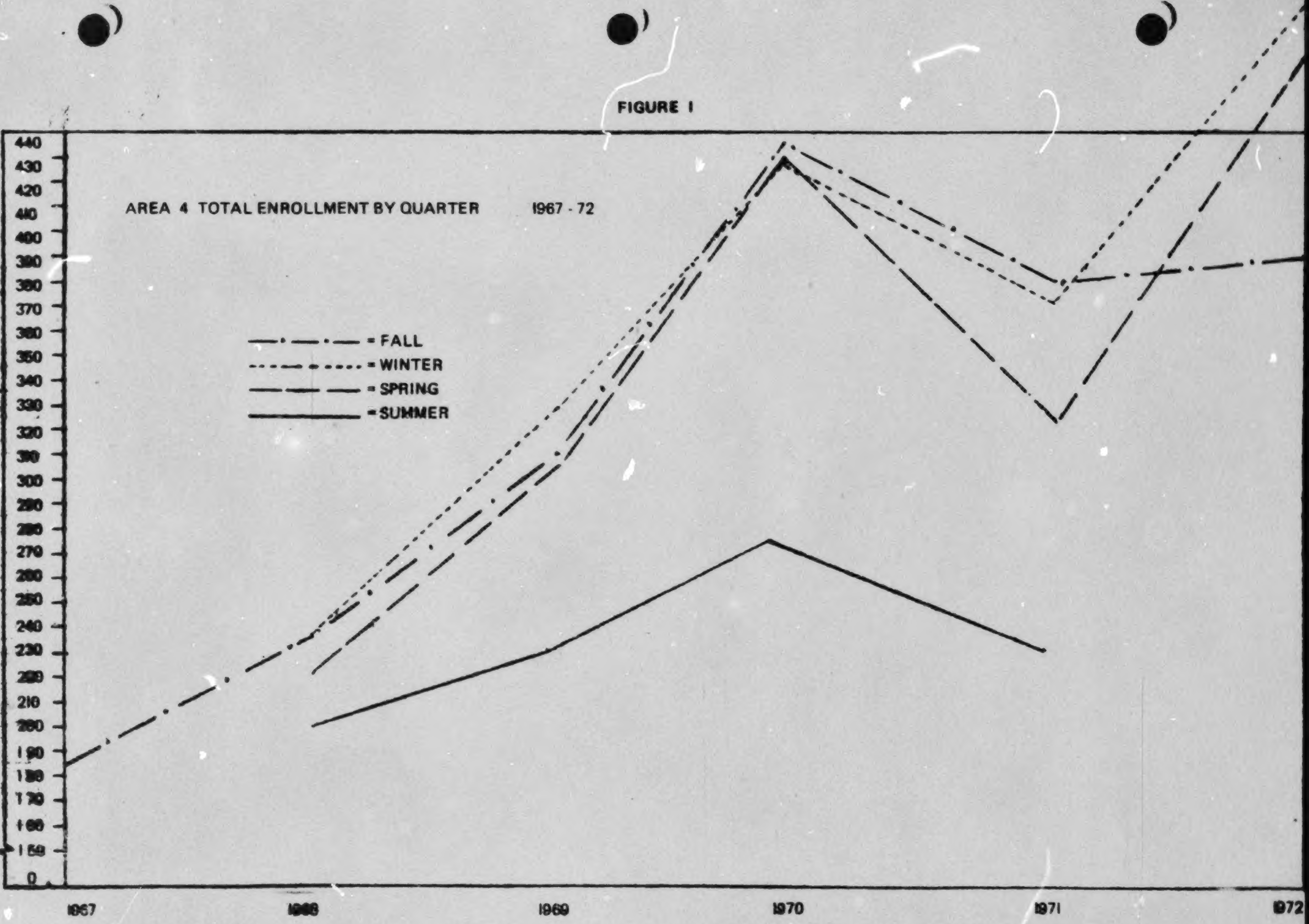

AREA 4 TOTAL ENROLLMENT BY QUARTER 1967 - 72

FIGURE I

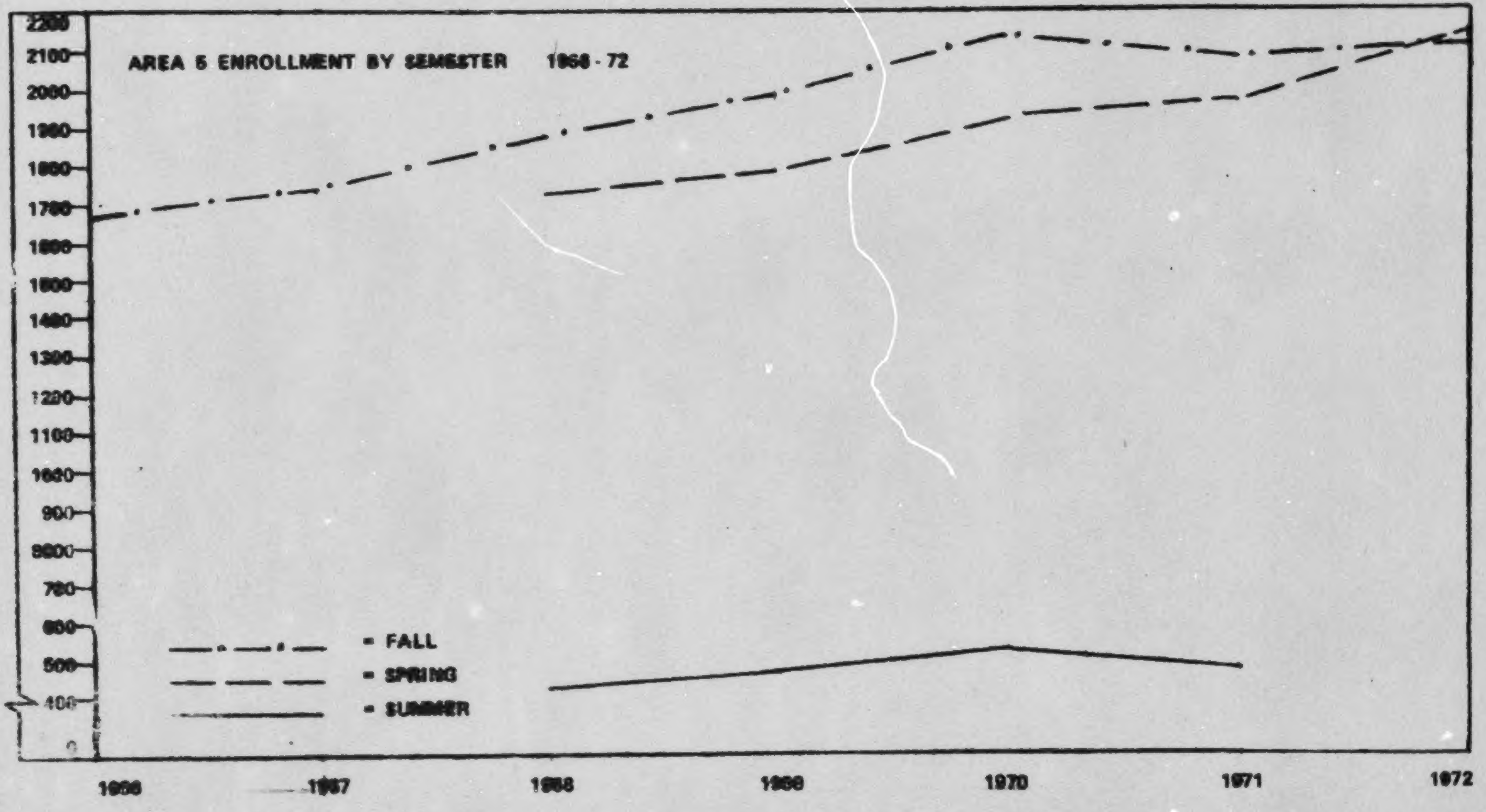

AREA 5 ENROLLMENT BY SEMESTER 1966 - 72
2200
2100
2000
1900
1800
1700
1600
1500
1400
1300
1200
1100
1000
900
800
700
600
500
400
0
1966
1967
1968
1969
1970
1971
1972
= FALL
= SPRING
= SUMMER

FIGURE I

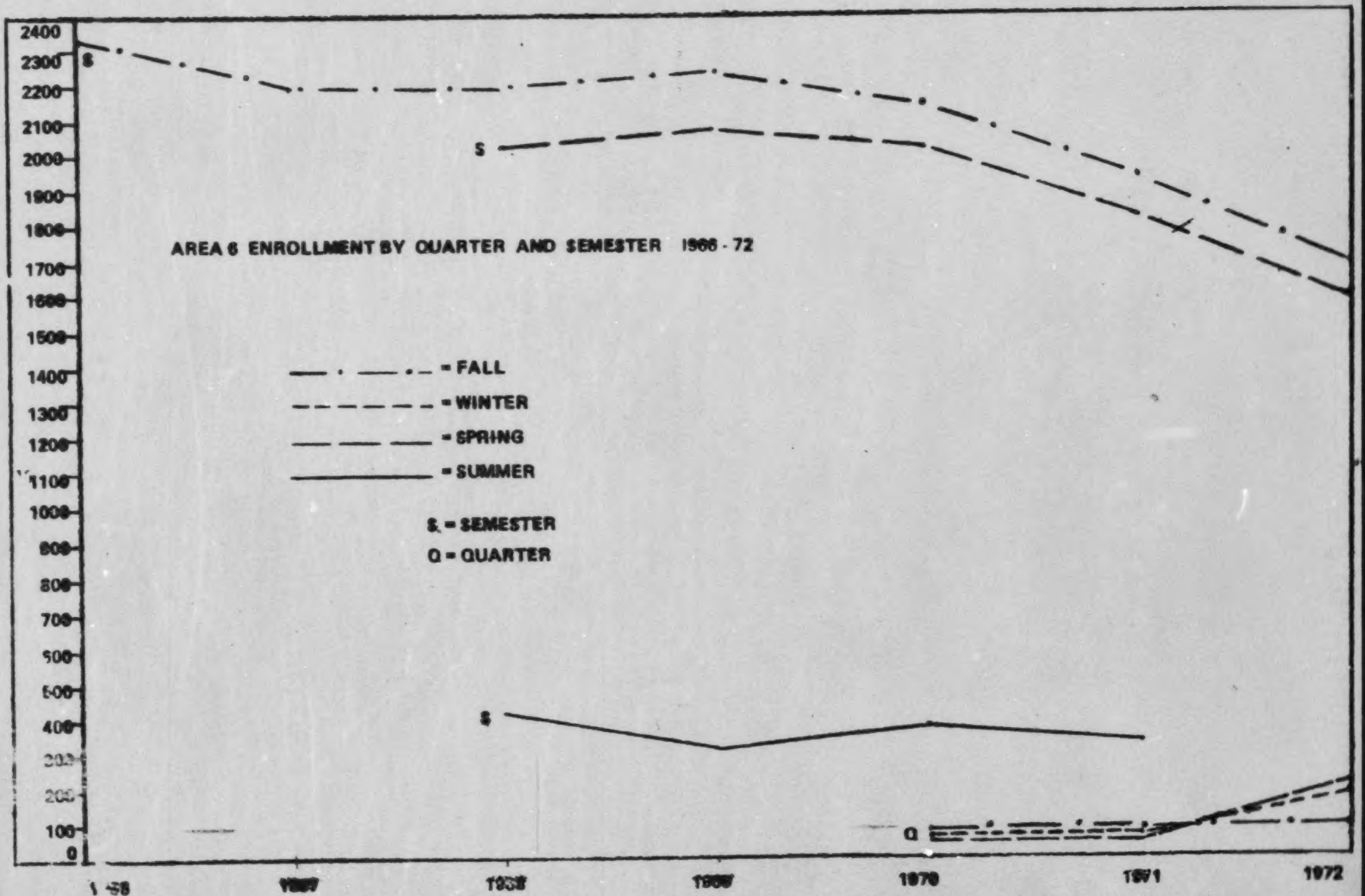
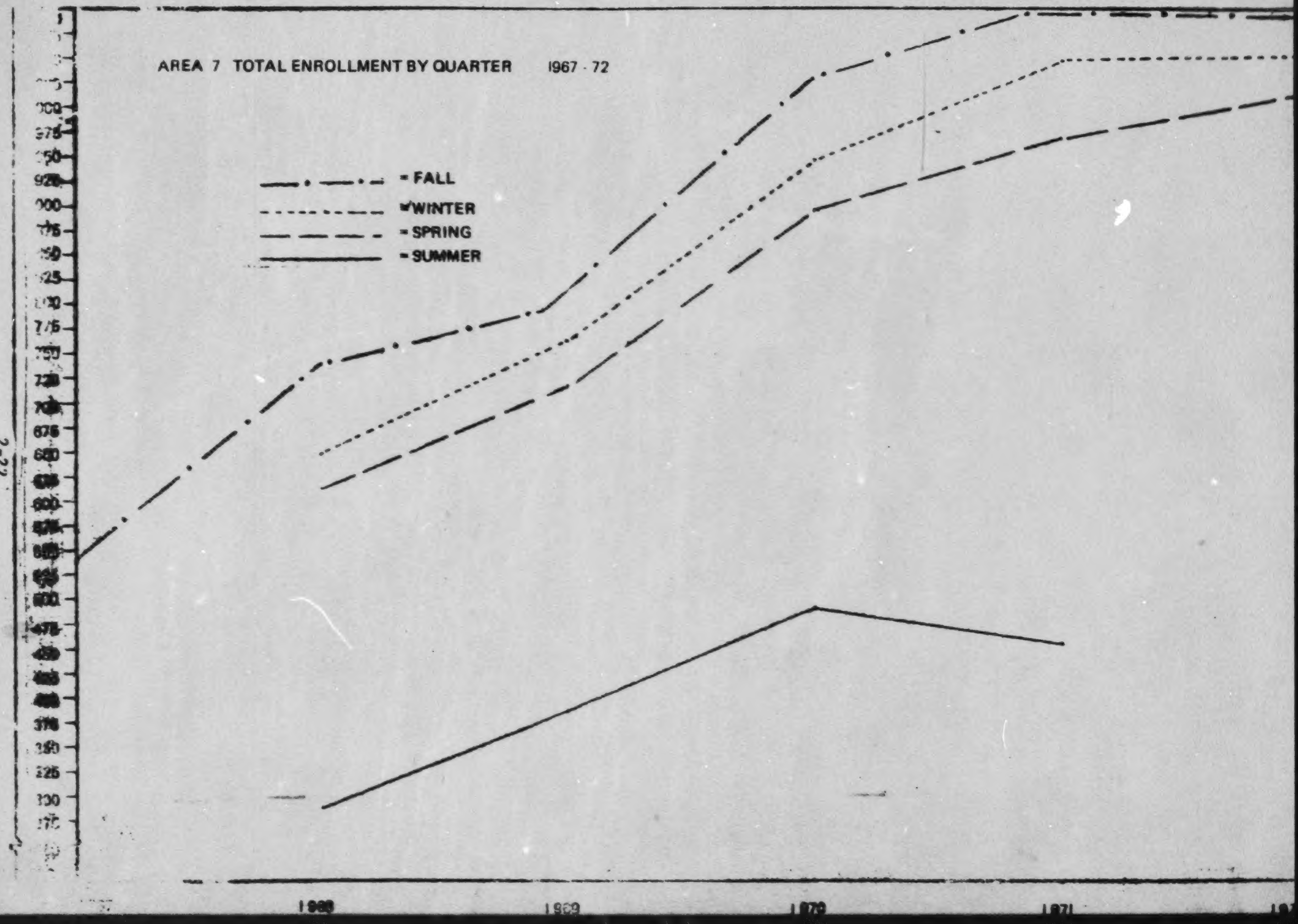

AREA 6 ENROLLMENT BY QUARTER AND SEMESTER 1966 - 72
— · — · — = FALL
- - - - - - = WINTER
— — — = SPRING
——— = SUMMER
S = SEMESTER
Q = QUARTER
S
S
S
Q
2400
2300
2200
2100
2000
1900
1800
1700
1600
1500
1400
1300
1200
1100
1000
900
800
700
600
500
400
300
200
100
0
1966
1967
1968
1969
1970
1971
1972

FIGURE I



AREA 7 TOTAL ENROLLMENT BY QUARTER 1967 - 72

FIGURE 1

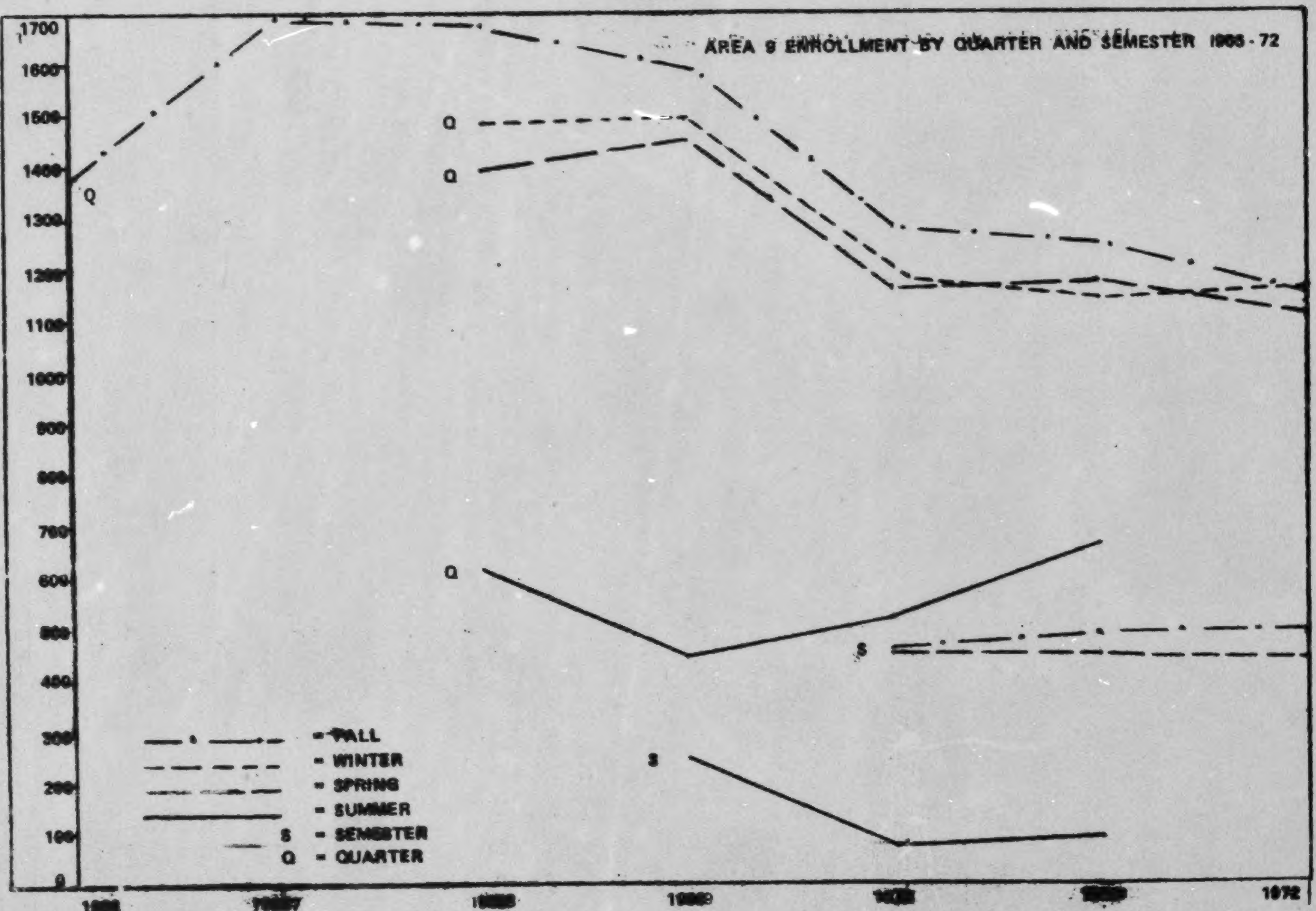

AREA 9 ENROLLMENT BY QUARTER AND SEMESTER 1966 - 72
1700
1600
1500
1400
1300
1200
1100
1000
900
800
700
600
500
400
300
200
100
0
1966
1967
1968
1969
1970
1971
1972
Q
Q
Q
Q
S
S
= FALL
= WINTER
= SPRING
= SUMMER
S = SEMESTER
Q = QUARTER

FIGURE I

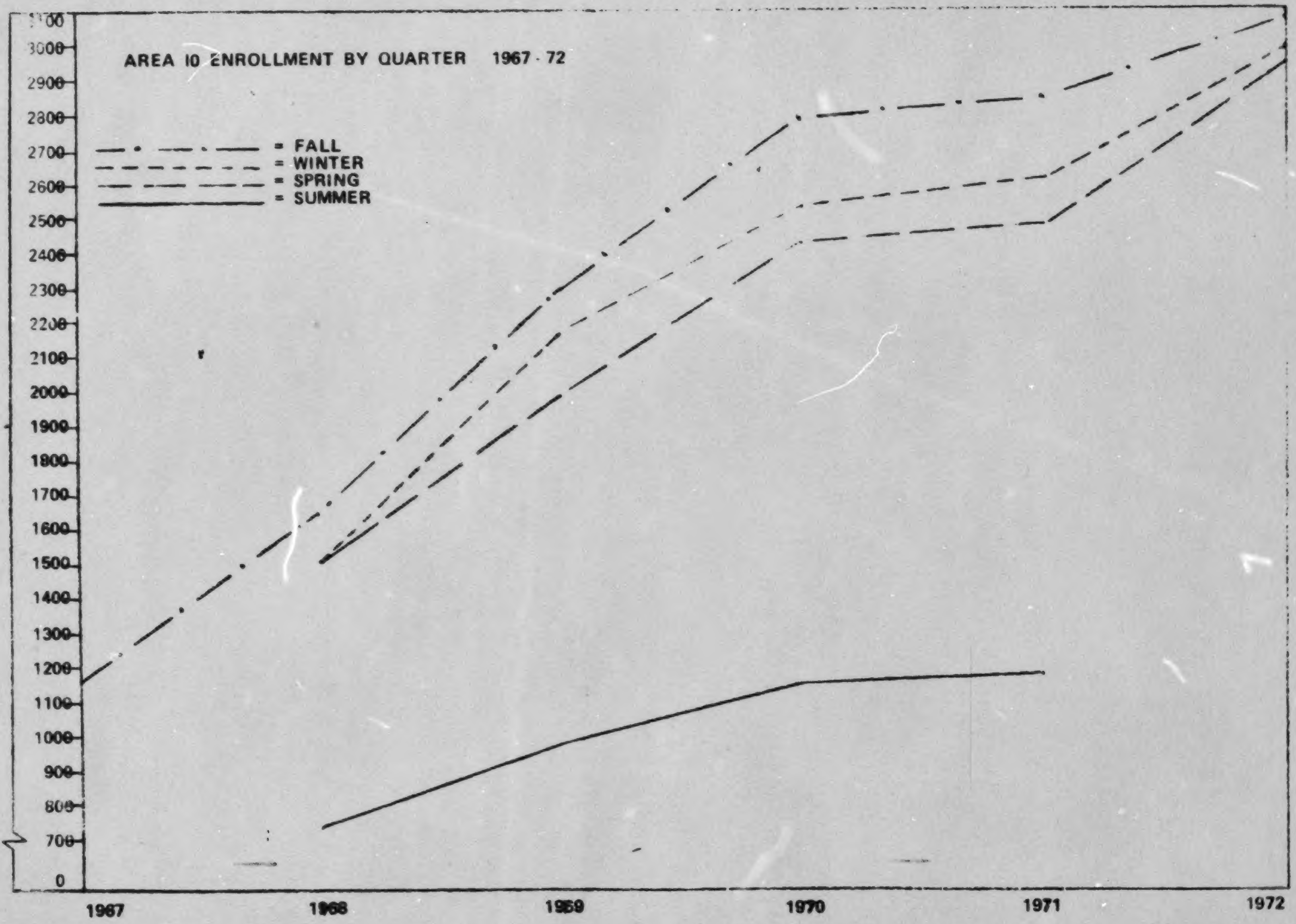

AREA 10 ENROLLMENT BY QUARTER 1967 - 72
= FALL
= WINTER
= SPRING
= SUMMER
3100
3000
2900
2800
2700
2600
2500
2400
2300
2200
2100
2000
1900
1800
1700
1600
1500
1400
1300
1200
1100
1000
900
800
700
0
1967
1968
1969
1970
1971
1972

FIGURE I

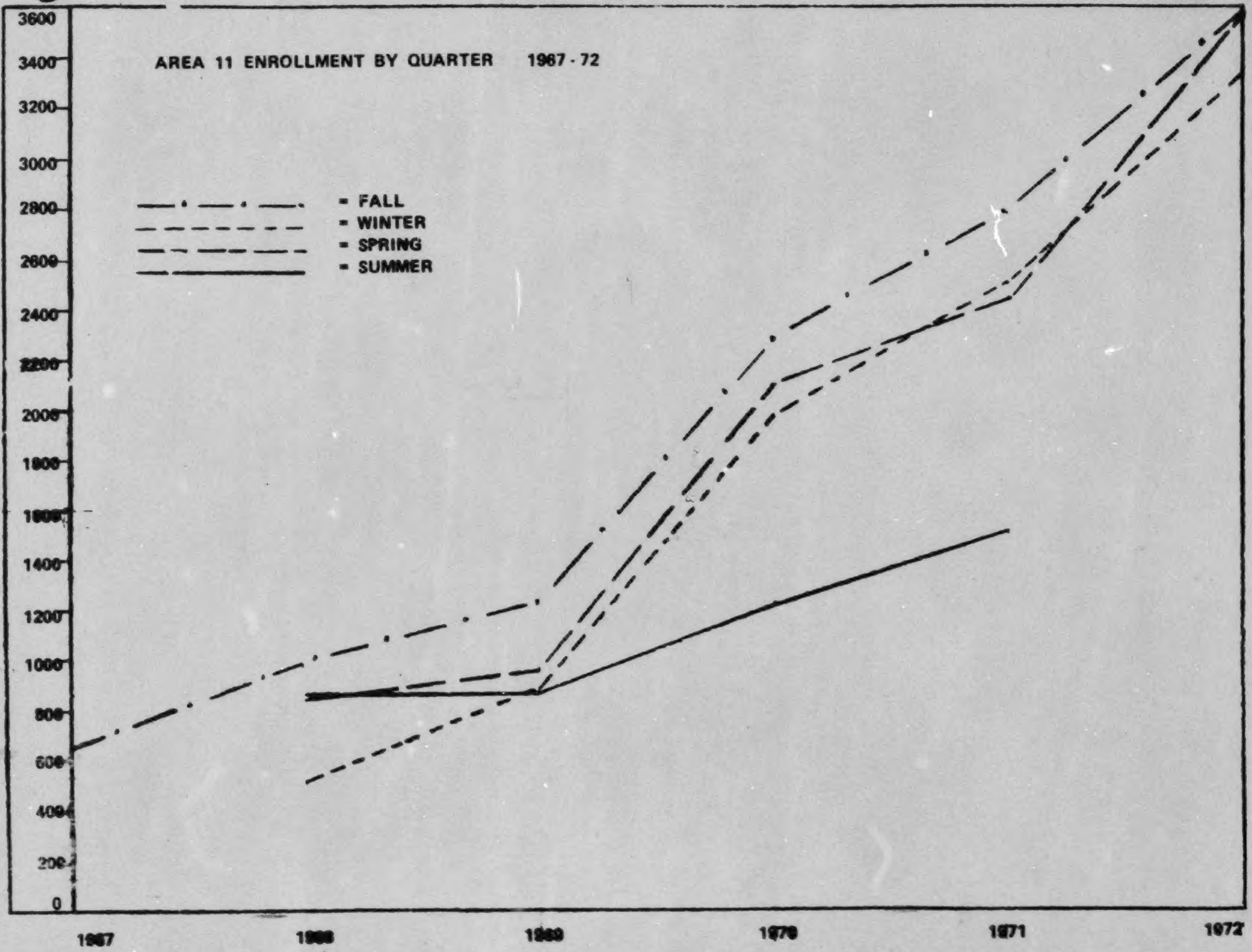

AREA 11 ENROLLMENT BY QUARTER 1967 - 72
= FALL
= WINTER
= SPRING
= SUMMER
3600
3400
3200
3000
2800
2600
2400
2200
2000
1800
1600
1400
1200
1000
800
600
400
200
0
1967
1968
1969
1970
1971
1972

FIGURE I

AREA 12 TOTAL ENROLLMENT BY QUARTER 1966-1972

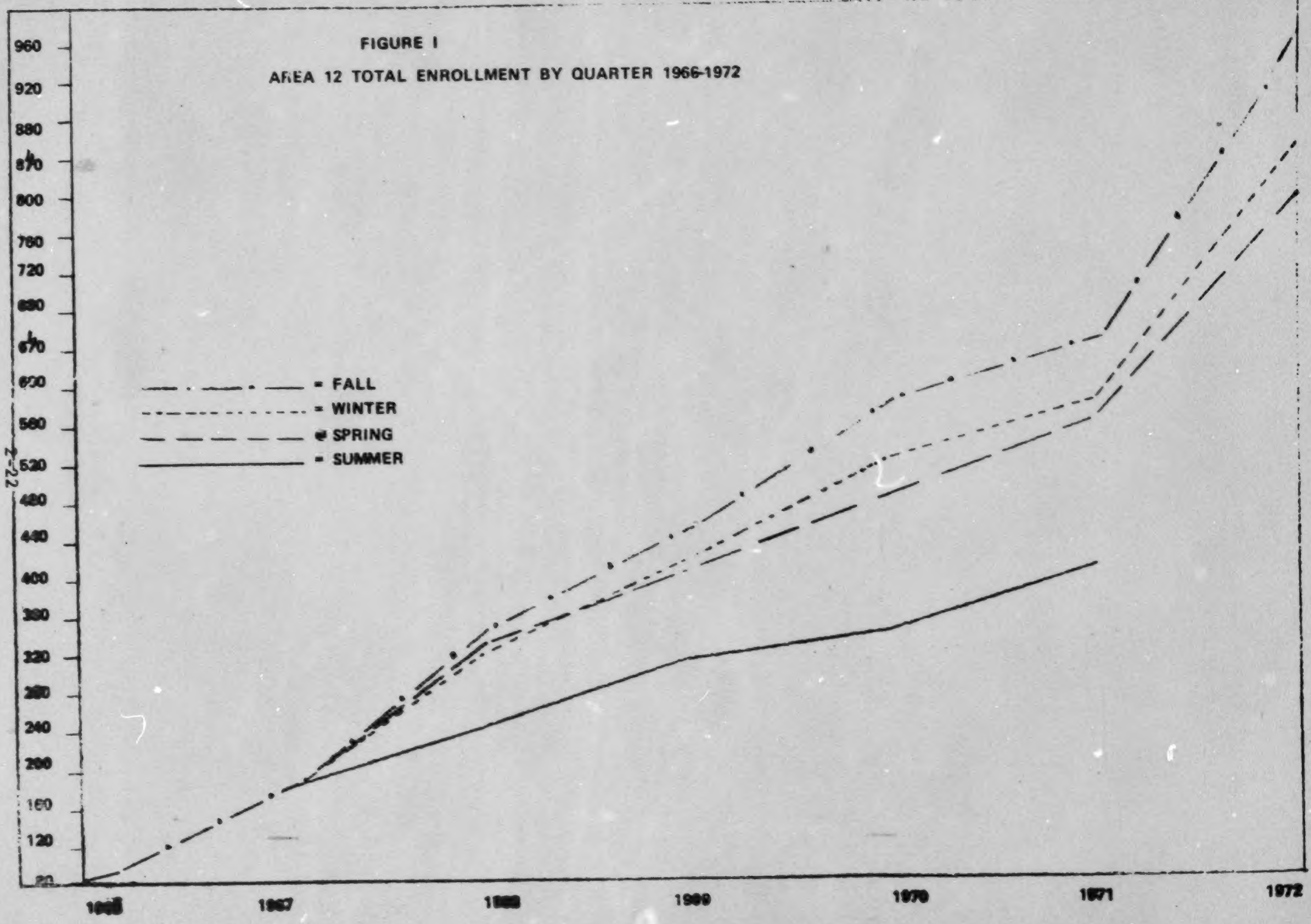
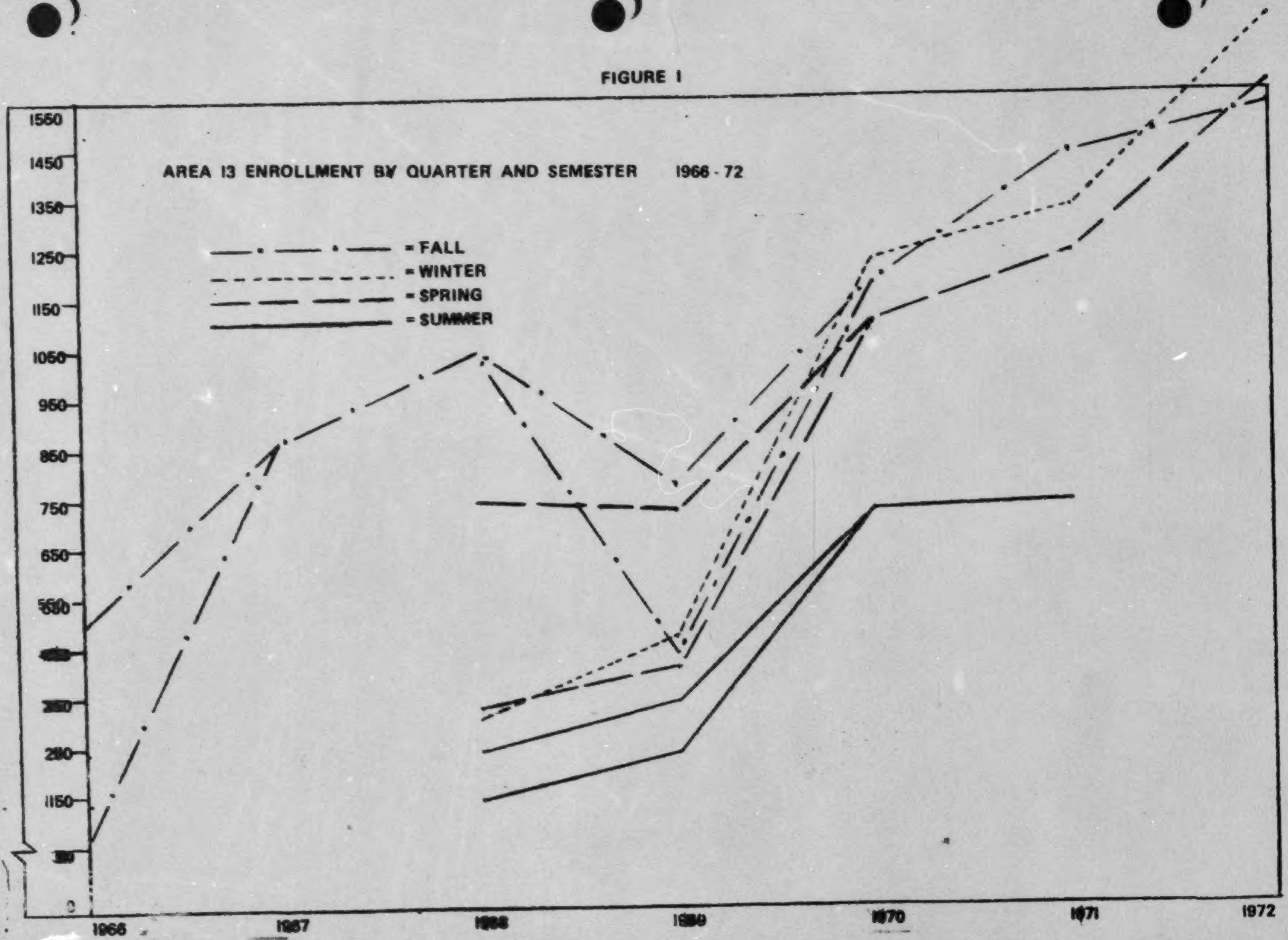


FIGURE I



NOTE: FALL AND SPRING – TOP DIVERGENT LINE = SEMESTER, BOTTOM LINE = QUARTER, SINGLE LINE = QUARTER AND SEMESTER REPORTED AS ONE ENROLLMENT FIGURE

WINTER = QUARTER

SUMMER = TOP DIVERGENT LINE = QUARTER, BOTTOM LINE = SEMESTER, SINGLE LINE = QUARTER AND SEMESTER

FIGURE I

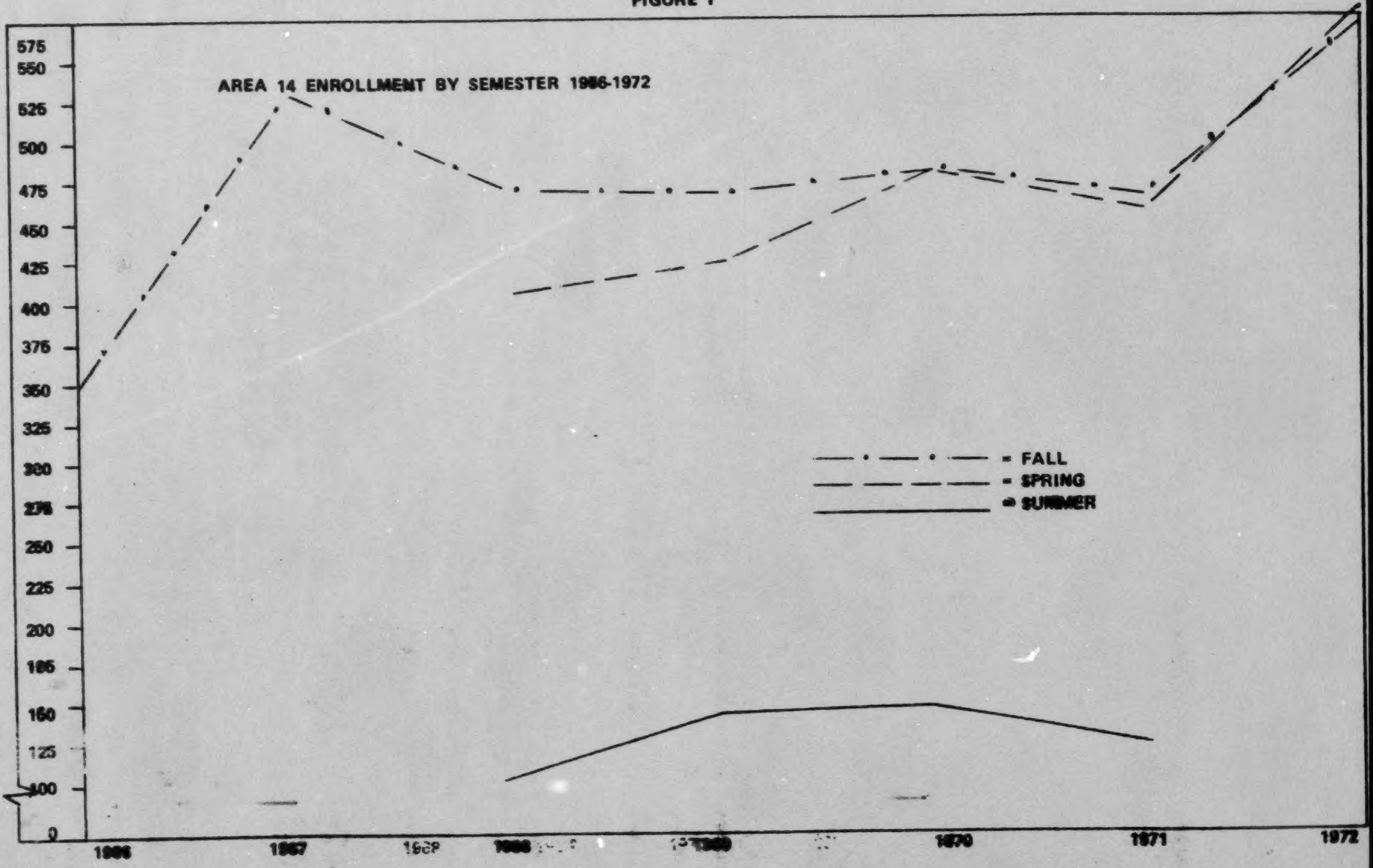
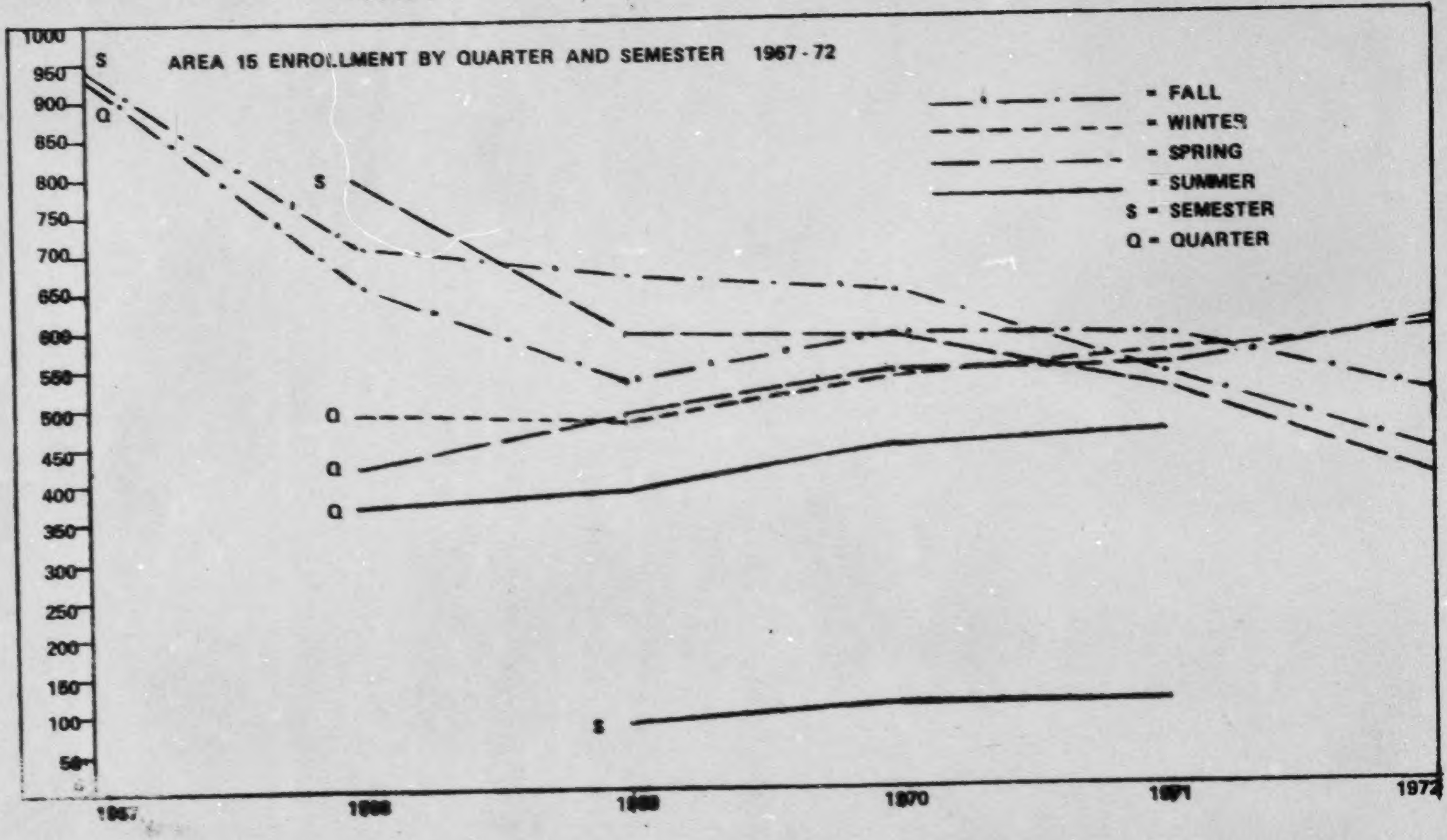

AREA 14 ENROLLMENT BY SEMESTER 1966-1972
575
550
525
500
475
450
425
400
375
350
325
300
275
250
225
200
185
150
125
100
0
1966
1967
1968
1969
1970
1971
1972
= FALL
= SPRING
= SUMMER

FIGURE I



AREA 15 ENROLLMENT BY QUARTER AND SEMESTER 1967 - 72

FIGURE I

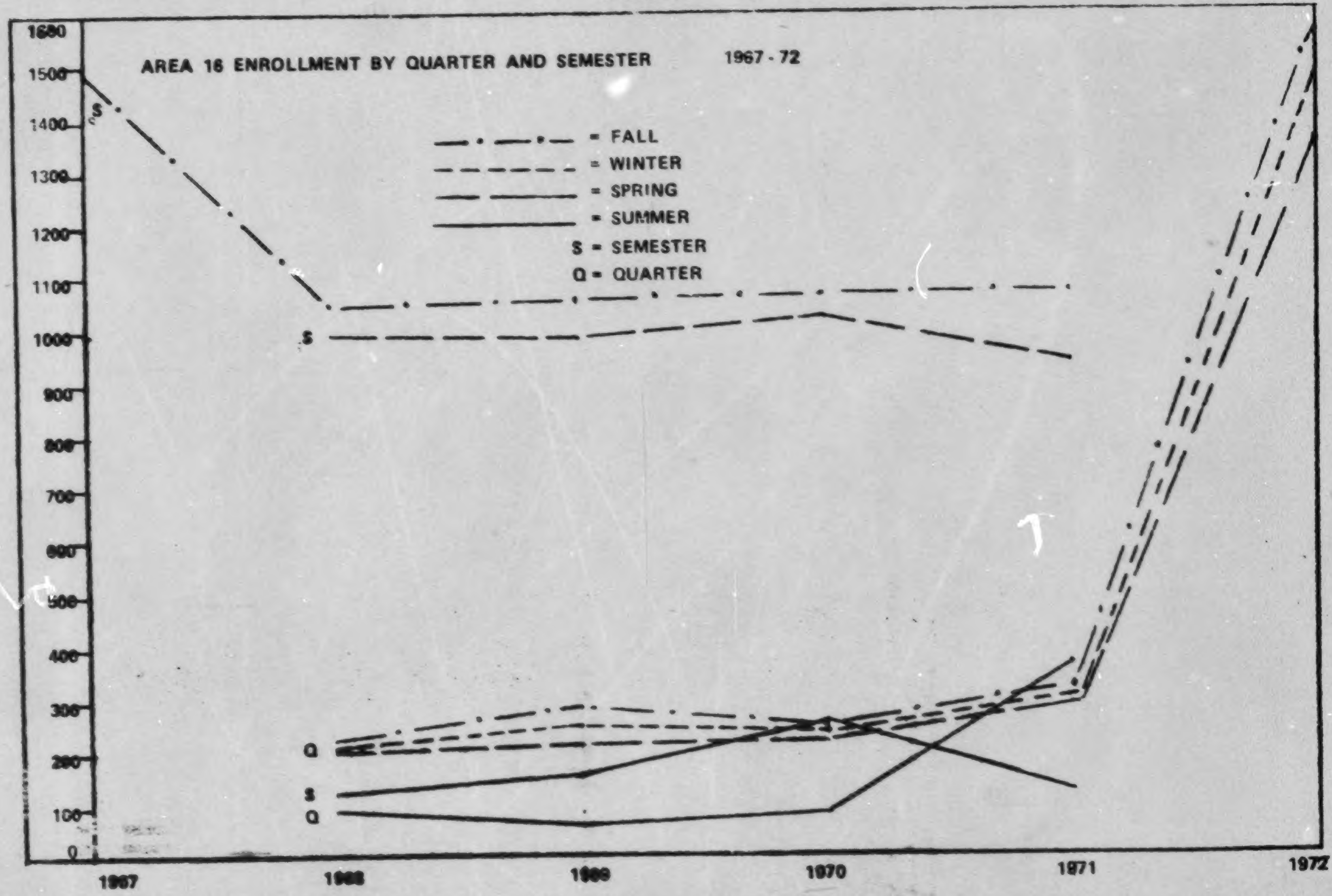
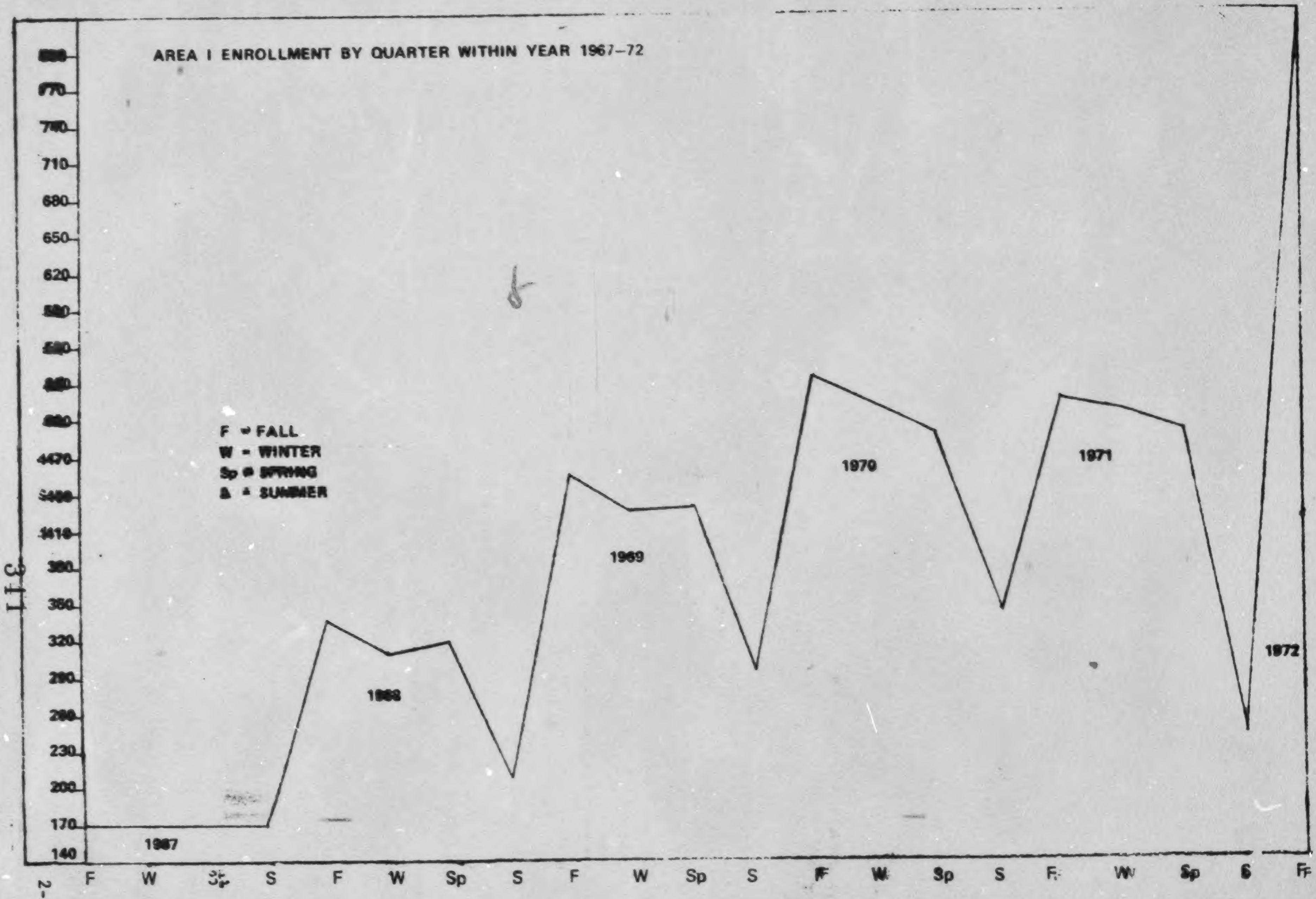
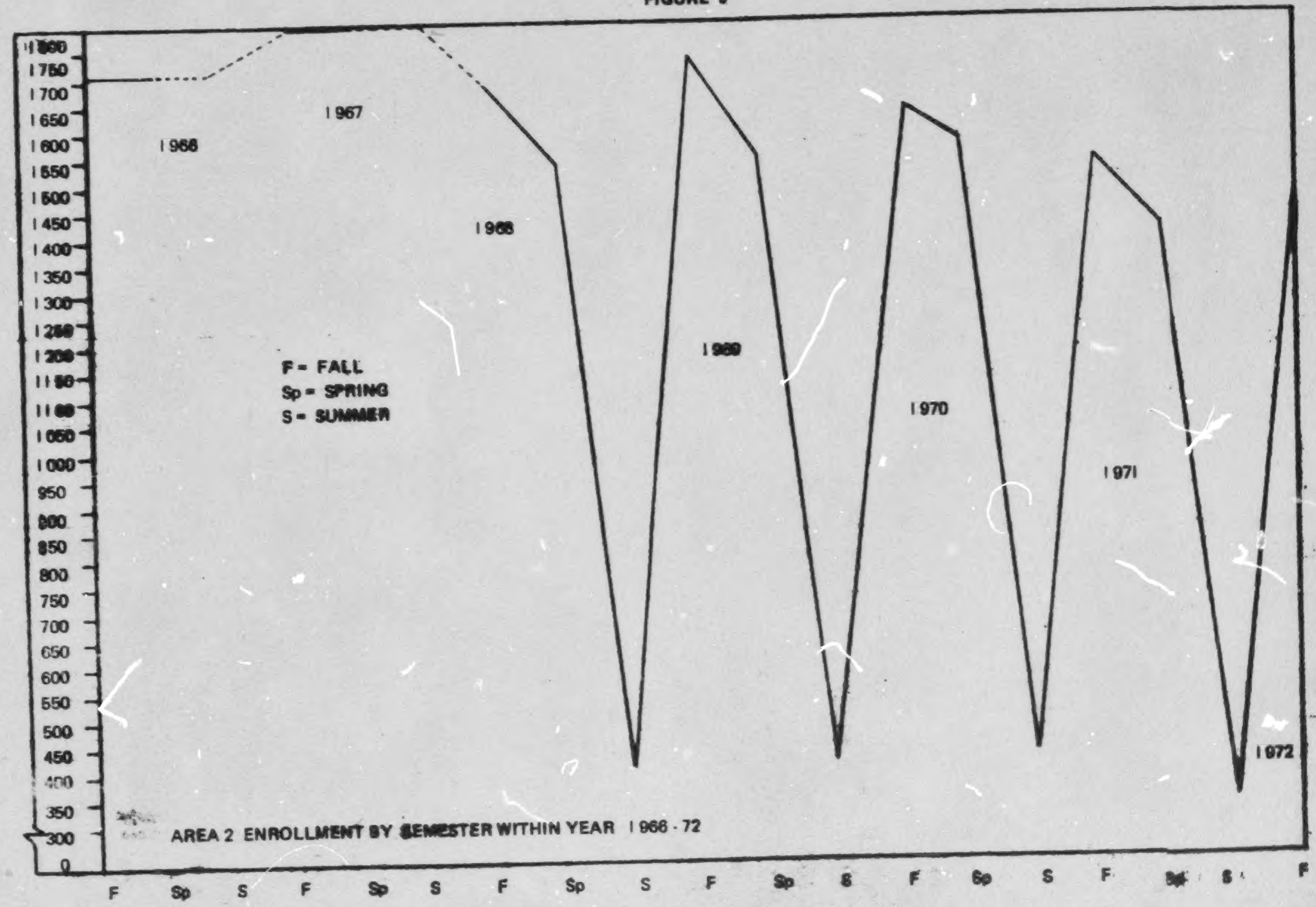

AREA 16 ENROLLMENT BY QUARTER AND SEMESTER 1967 - 72
= FALL
= WINTER
= SPRING
= SUMMER
S = SEMESTER
Q = QUARTER
1600
1500
1400
1300
1200
1100
1000
900
800
700
600
500
400
300
200
100
0
1967
1968
1969
1970
1971
1972
S
S
Q
S
Q

FIGURE J



AREA I ENROLLMENT BY QUARTER WITHIN YEAR 1967–72

FIGURE J



AREA 2 ENROLLMENT BY SEMESTER WITHIN YEAR 1966 - 72

FIGURE J

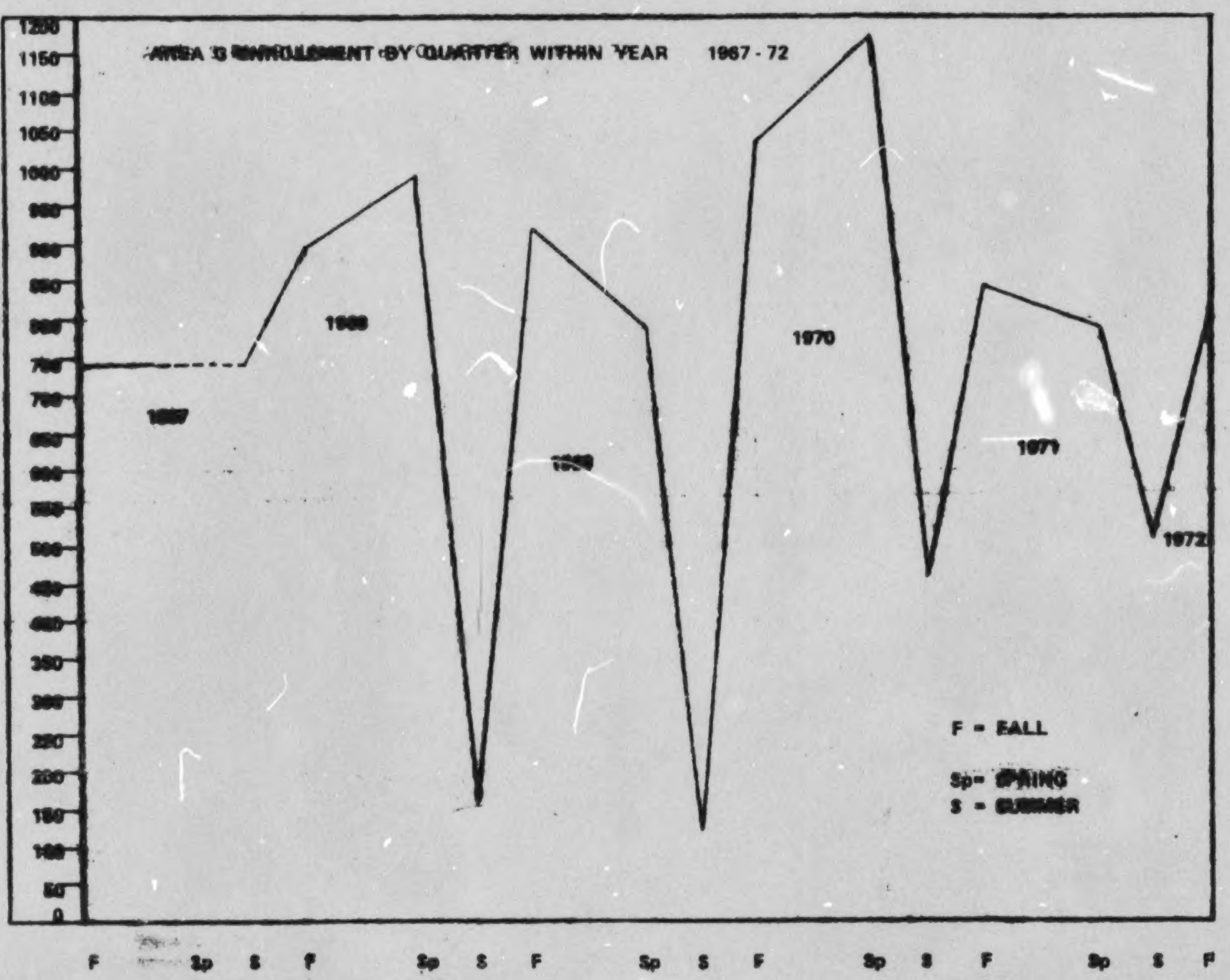

AREA G ENROLLMENT BY QUARTER WITHIN YEAR 1967 - 72
1200
1150
1100
1050
1000
950
900
850
800
750
700
650
600
550
500
450
400
350
300
250
200
150
100
50
0
1967
1968
1969
1970
1971
1972
F
Sp
S
F
Sp
S
F
Sp
S
F
Sp
S
F
Sp
S
F
F = FALL
Sp= SPRING
S = SUMMER

FIGURE J

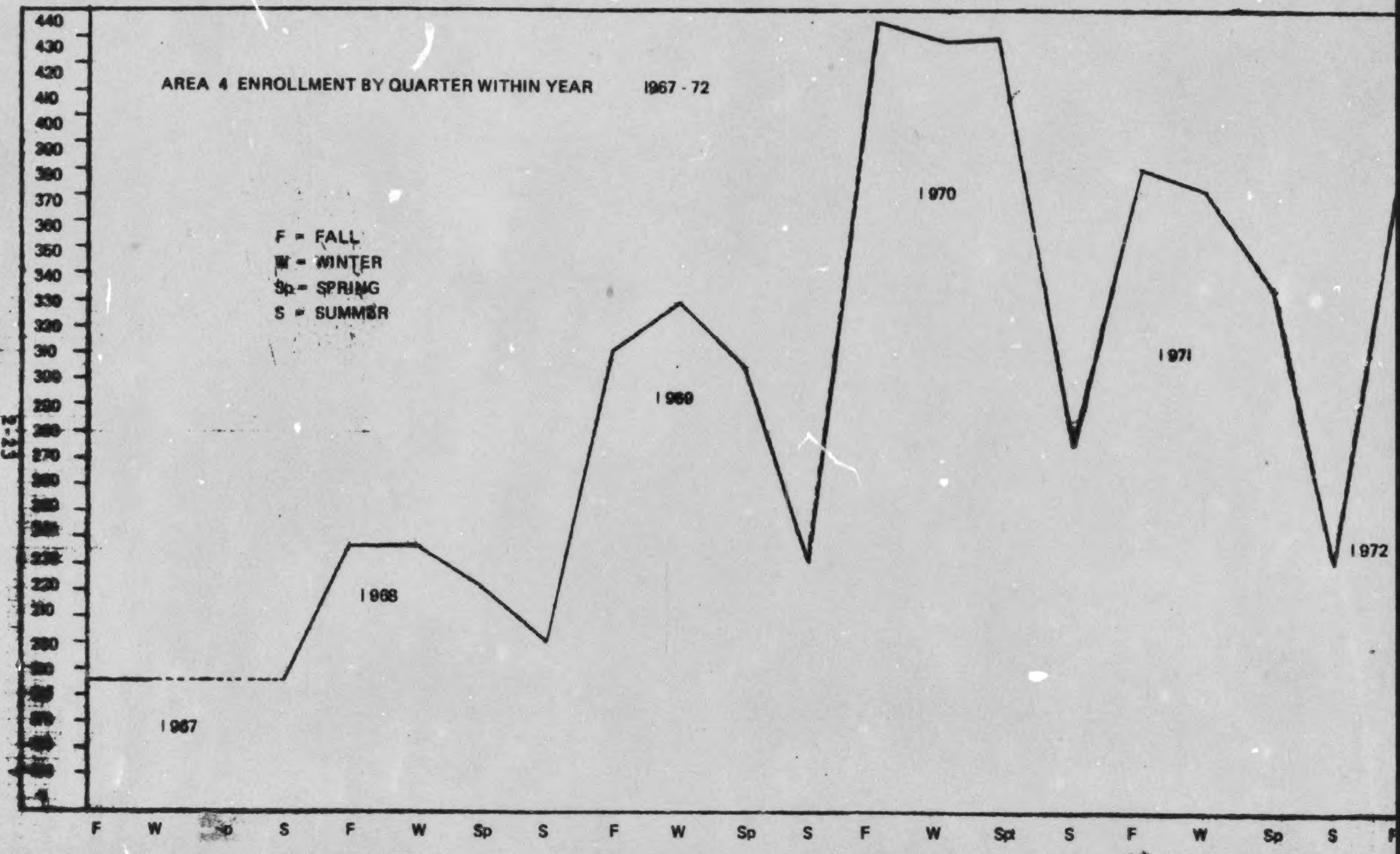

AREA 4 ENROLLMENT BY QUARTER WITHIN YEAR 1967 - 72
F = FALL
W = WINTER
Sp = SPRING
S = SUMMER
440
430
420
410
400
390
380
370
360
350
340
330
320
310
300
290
280
270
260
220
210
200
1967
1968
1969
1970
1971
1972
F
W
Sp
S
F
W
Sp
S
F
W
Sp
S
F
W
Sp
S
F
W
Sp
S

FIGURE J

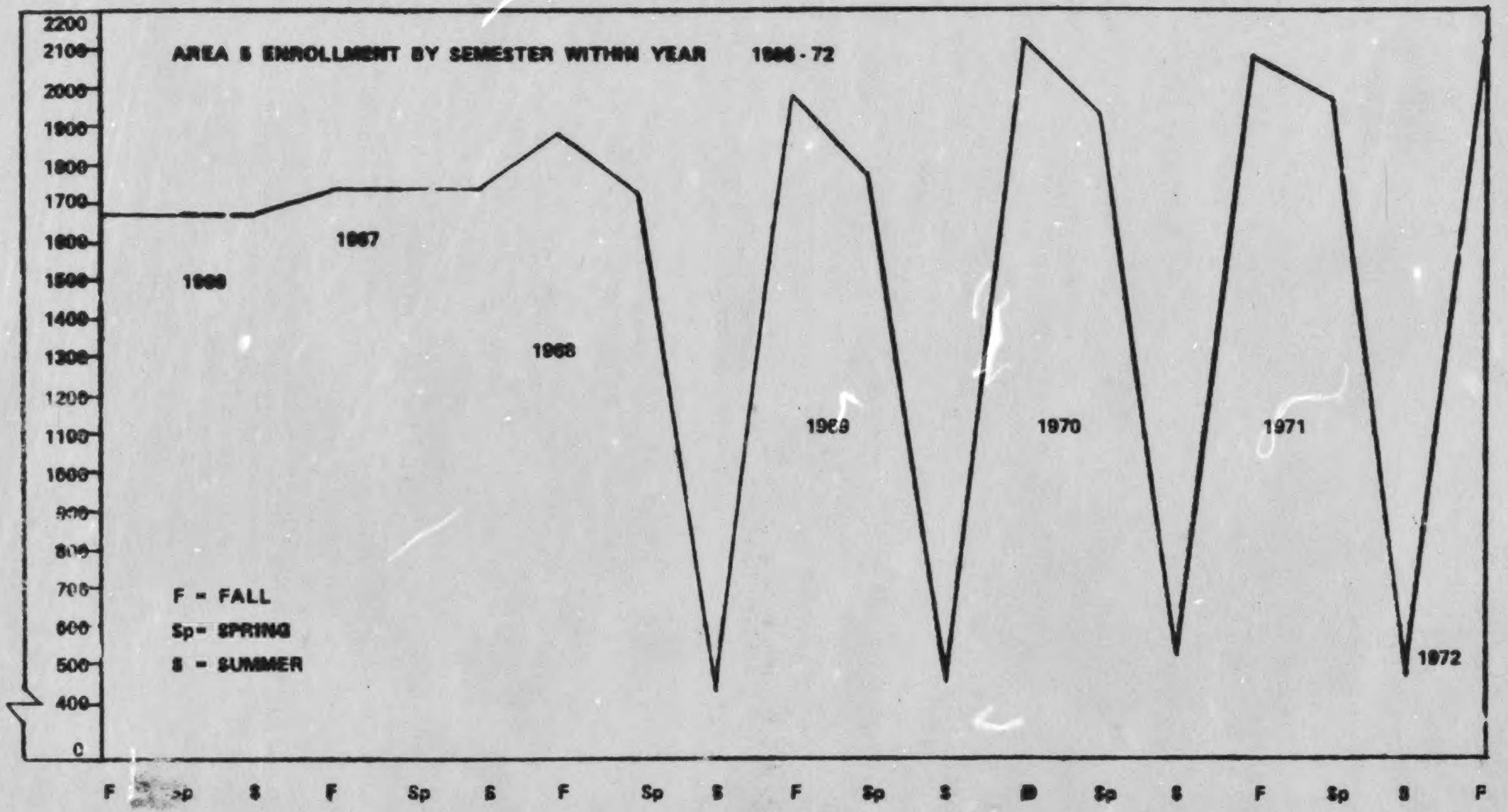

AREA 5 ENROLLMENT BY SEMESTER WITHIN YEAR 1966-72
2200
2100
2000
1900
1800
1700
1600
1500
1400
1300
1200
1100
1000
900
800
700
600
500
400
0
F
Sp
S
F
Sp
S
F
Sp
S
F
Sp
S
F
Sp
S
F
Sp
S
F
1966
1967
1968
1969
1970
1971
1972
F - FALL
Sp= SPRING
S - SUMMER

FIGURE J

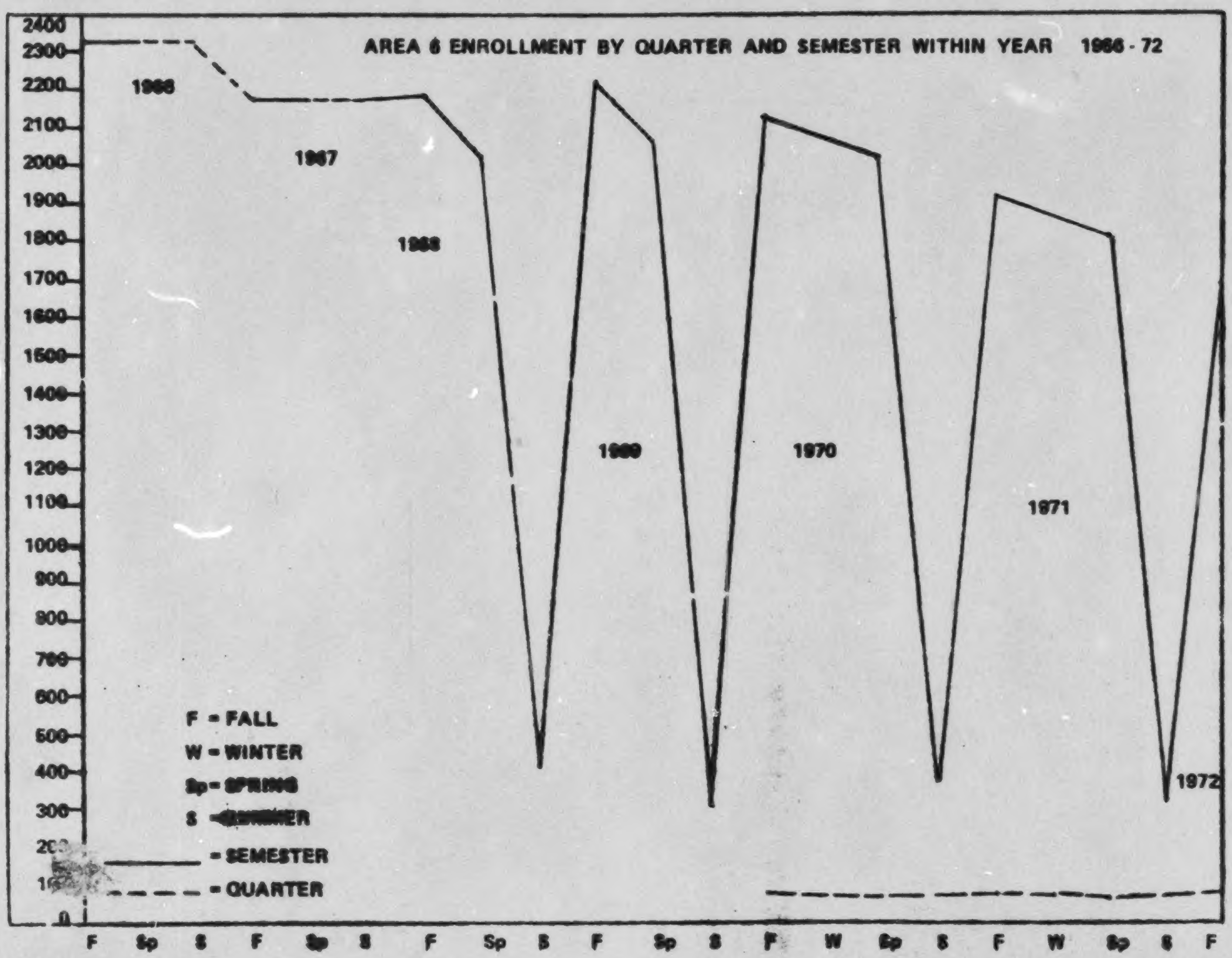
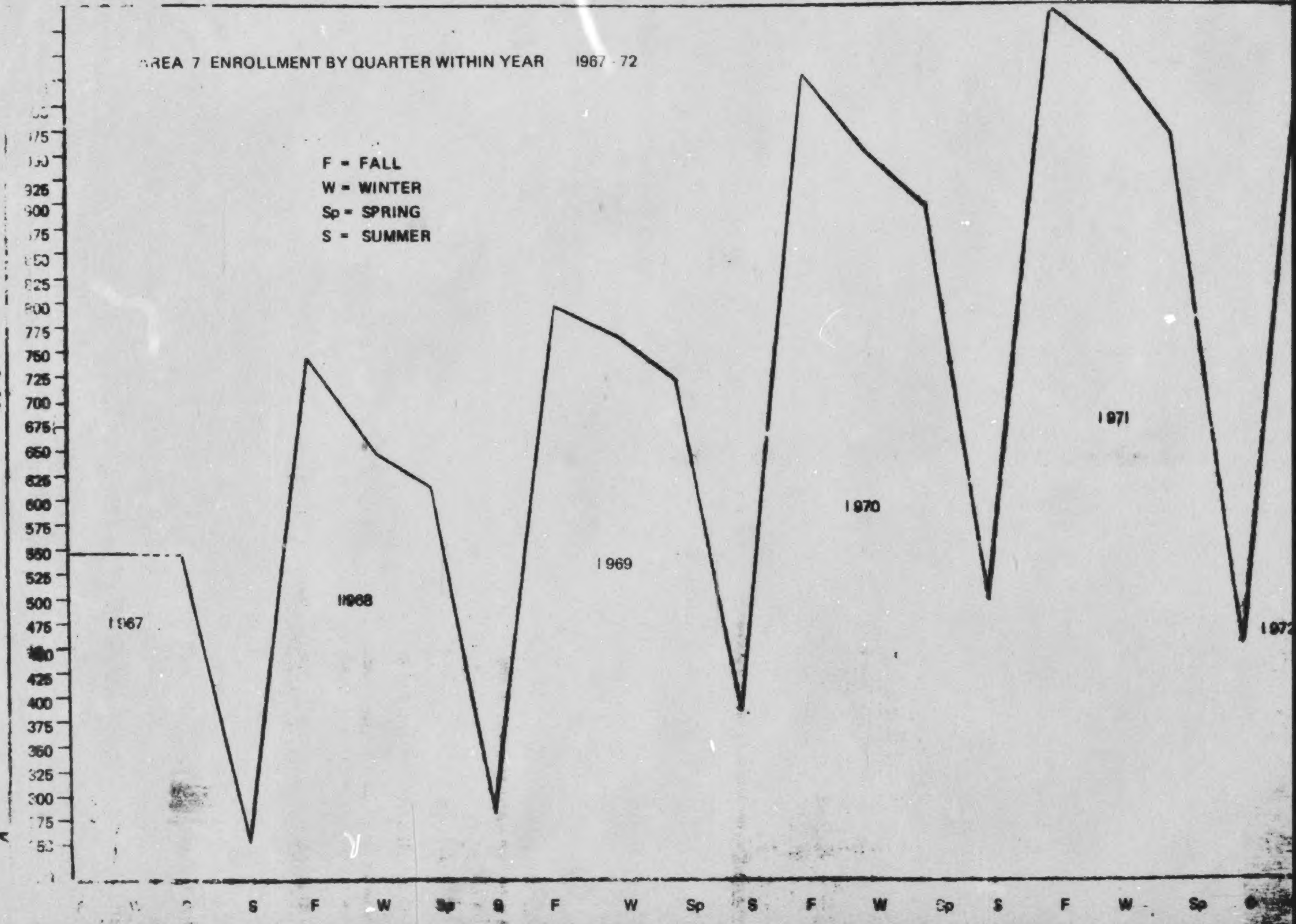

AREA 6 ENROLLMENT BY QUARTER AND SEMESTER WITHIN YEAR 1966 - 72
2400
2300
2200
2100
2000
1900
1800
1700
1600
1500
1400
1300
1200
1100
1000
900
800
700
600
500
400
300
200
100
0
F
Sp
S
F
Sp
S
F
Sp
S
F
Sp
S
F
W
Sp
S
F
W
Sp
S
F
1966
1967
1968
1969
1970
1971
1972
F = FALL
W = WINTER
Sp = SPRING
S = SUMMER
= SEMESTER
= QUARTER

FIGURE J



AREA 7 ENROLLMENT BY QUARTER WITHIN YEAR 1967 - 72

FIGURE J

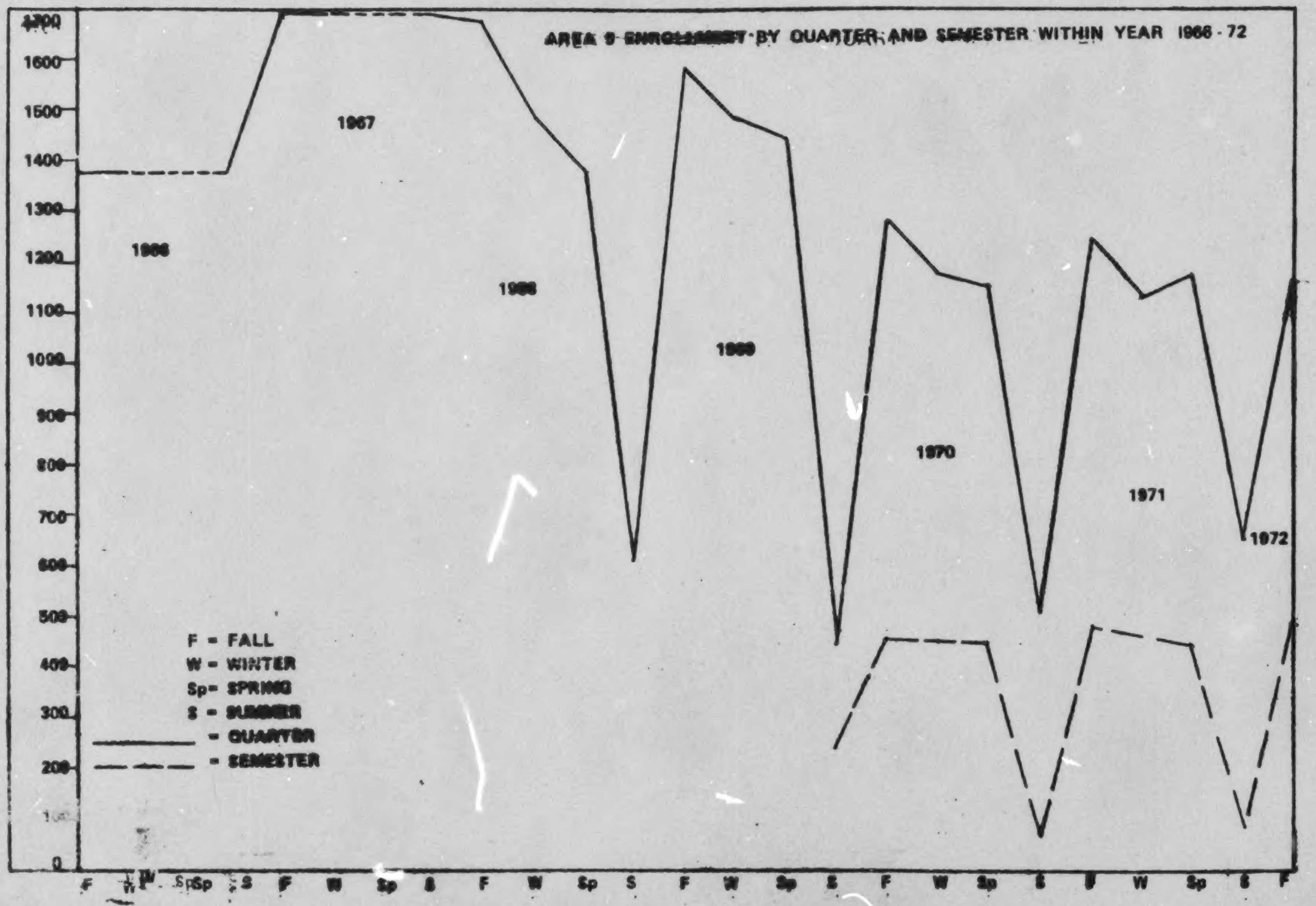

AREA 9 ENROLLMENT BY QUARTER AND SEMESTER WITHIN YEAR 1966 - 72
1700
1600
1500
1400
1300
1200
1100
1000
900
800
700
600
500
400
300
200
100
0
1966
1967
1968
1969
1970
1971
1972
F = FALL
W = WINTER
Sp= SPRING
S = SUMMER
= QUARTER
= SEMESTER
F
W
Sp
S
F
W
Sp
S
F
W
Sp
S
F
W
Sp
S
F
W
Sp
S
F
W
Sp
S
F

FIGURE J

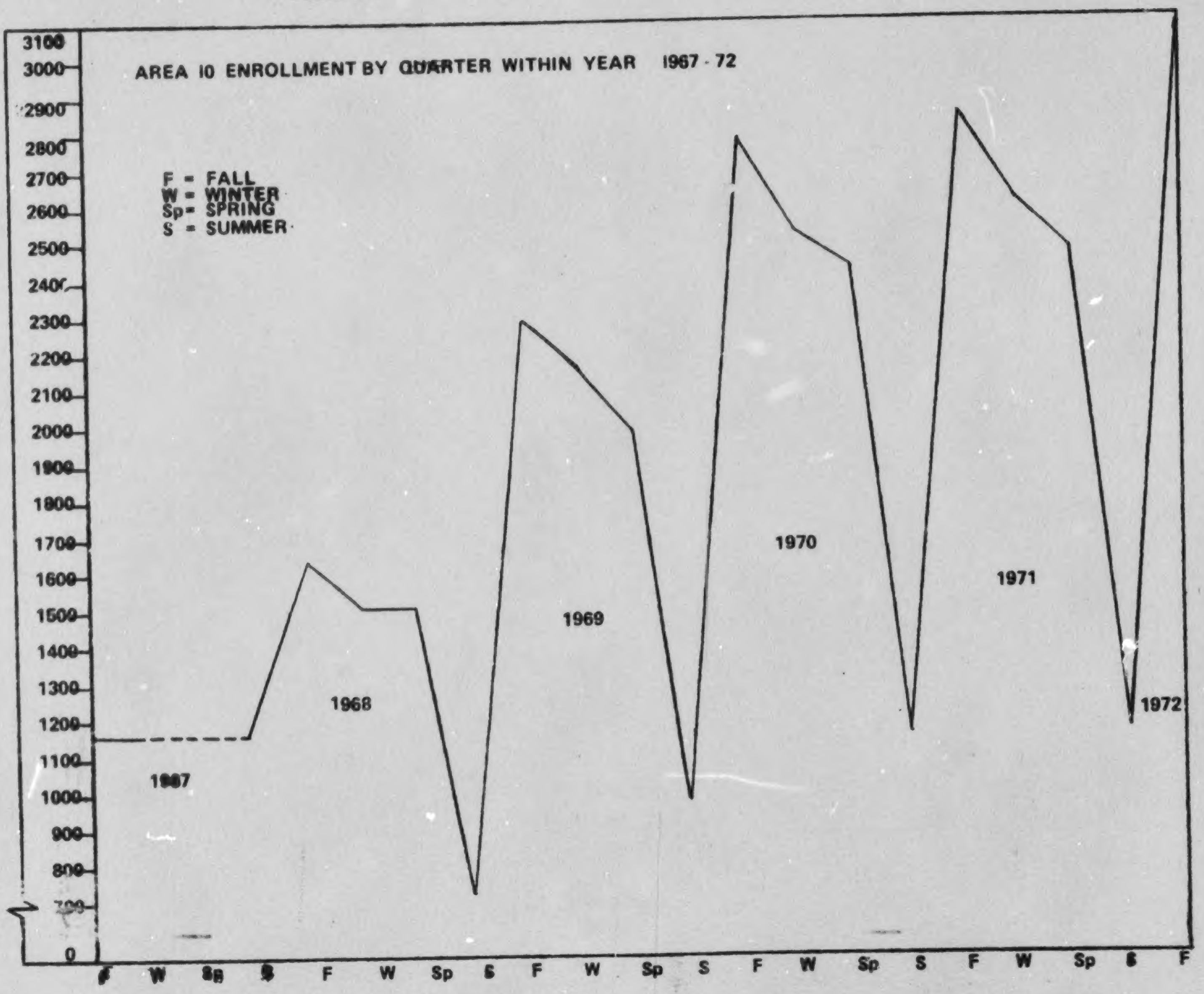
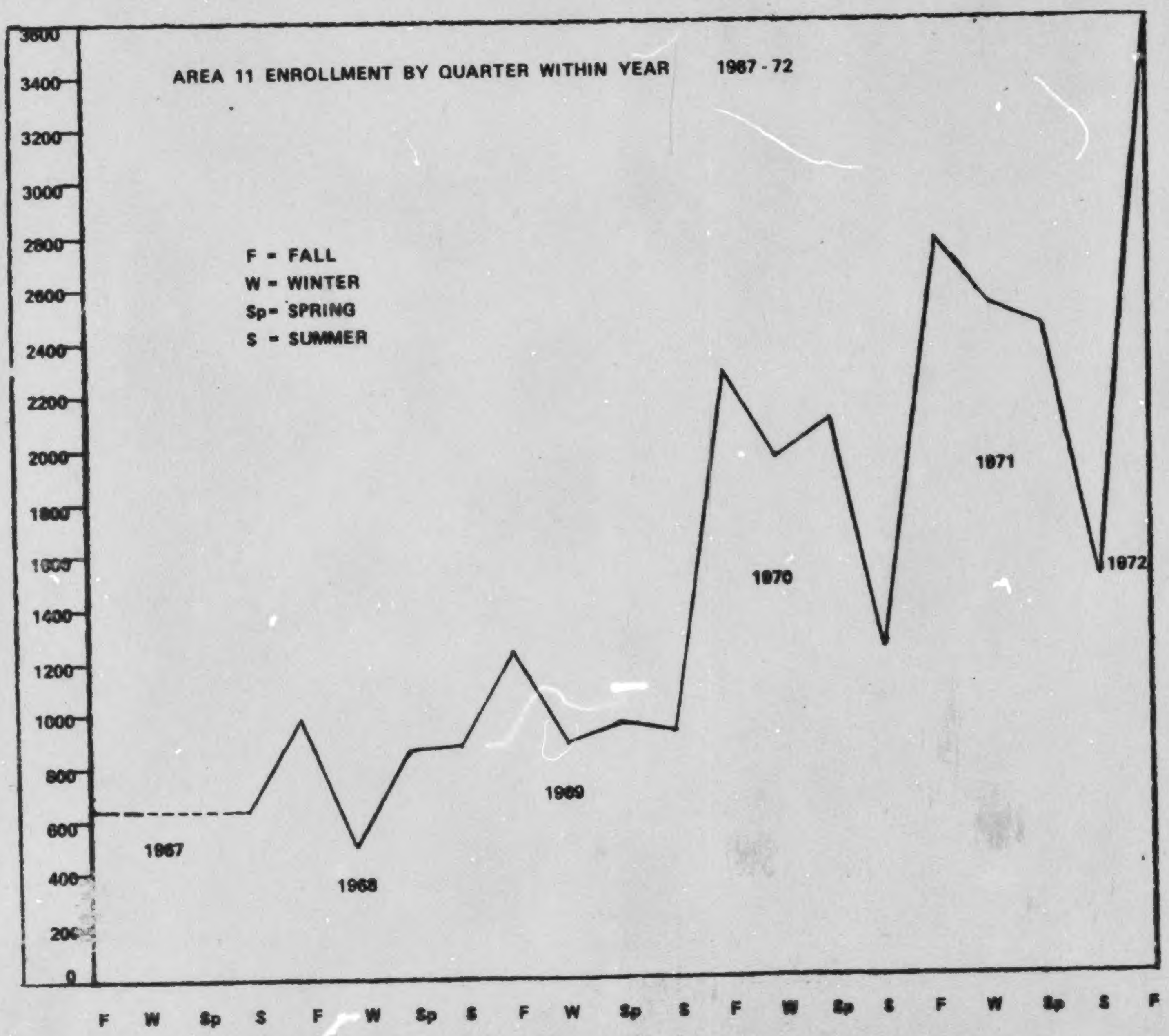

AREA 10 ENROLLMENT BY QUARTER WITHIN YEAR 1967 - 72
F = FALL
W = WINTER
Sp = SPRING
S = SUMMER
3100
3000
2900
2800
2700
2600
2500
2400
2300
2200
2100
2000
1900
1800
1700
1600
1500
1400
1300
1200
1100
1000
900
800
700
0
1967
1968
1969
1970
1971
1972
F
W
Sp
S
F
W
Sp
S
F
W
Sp
S
F
W
Sp
S
F
W
Sp
S
F

FIGURE J



AREA 11 ENROLLMENT BY QUARTER WITHIN YEAR 1967 - 72

FIGURE J

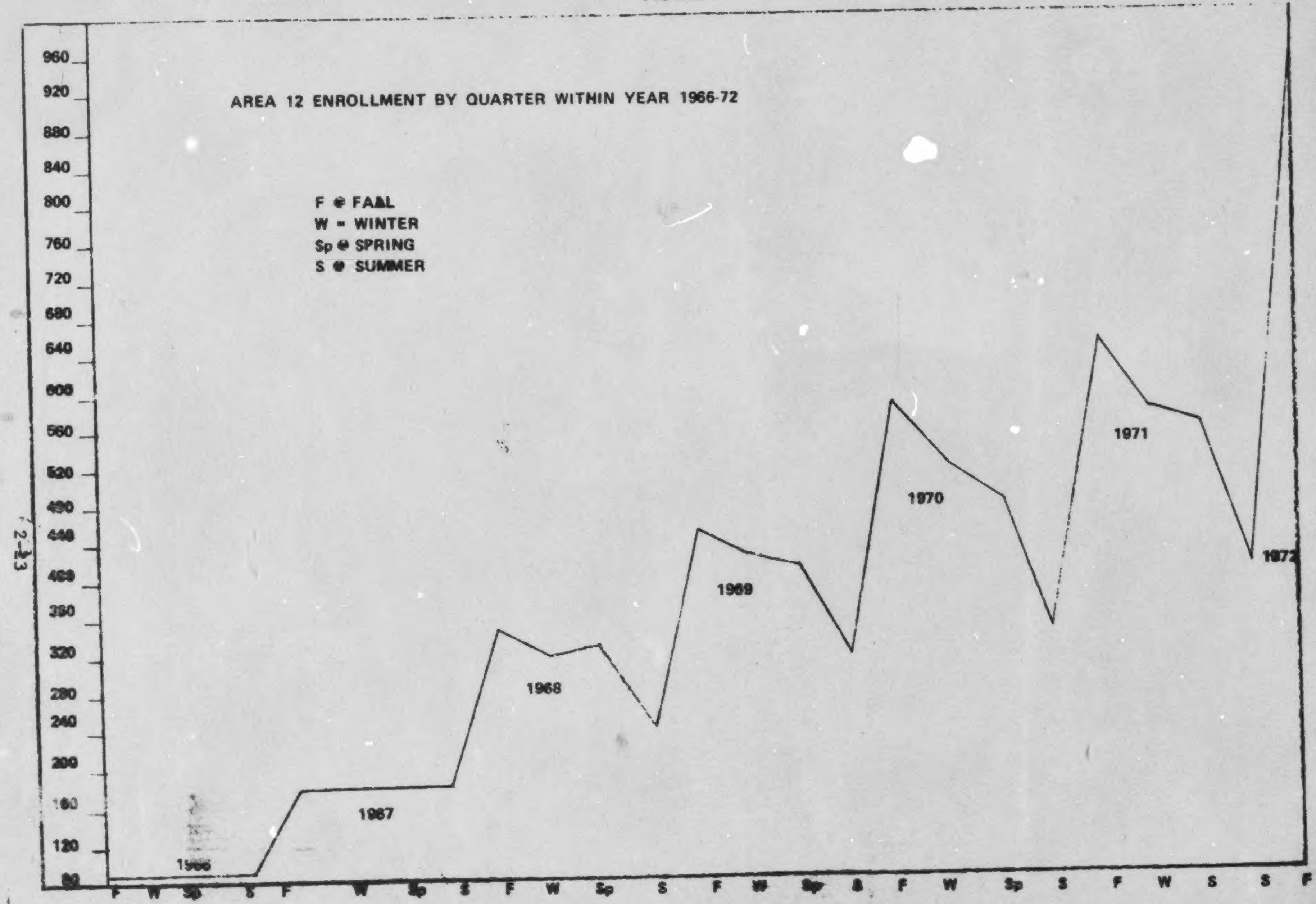
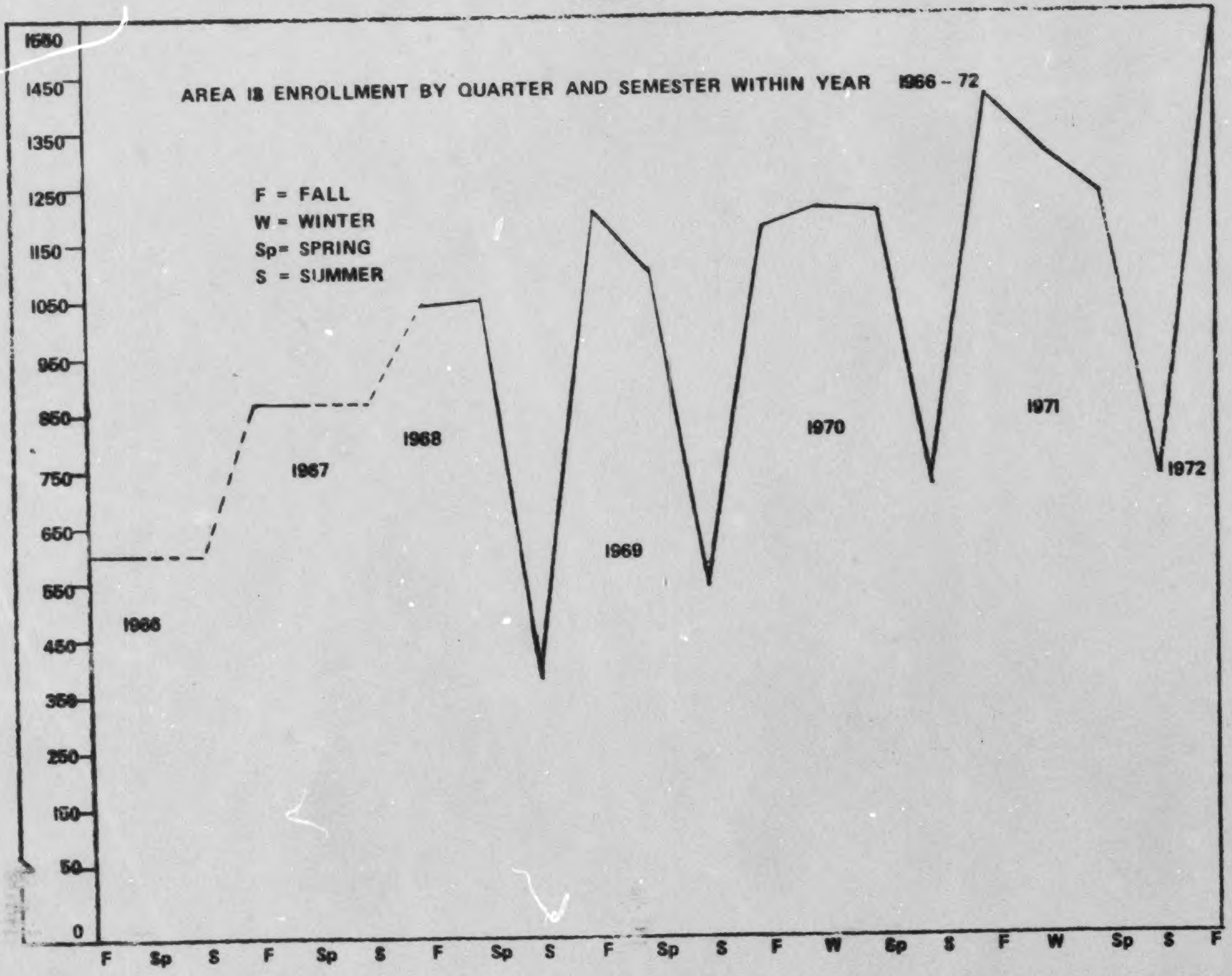
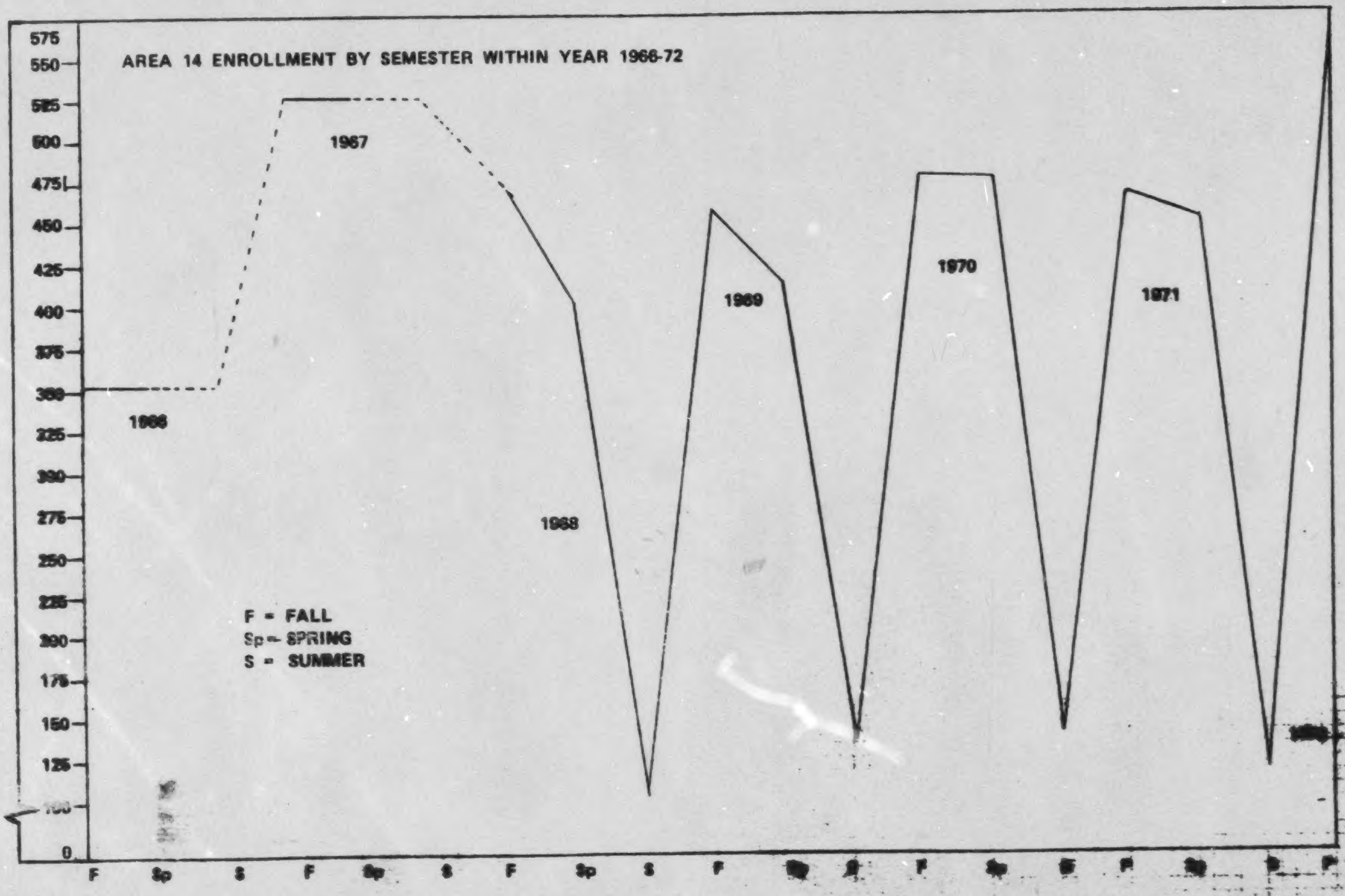

AREA 12 ENROLLMENT BY QUARTER WITHIN YEAR 1966-72
F = FALL
W = WINTER
Sp = SPRING
S = SUMMER
960
920
880
840
800
760
720
680
640
600
560
520
480
440
400
360
320
280
240
200
160
120
80
F W Sp S F W Sp S F W Sp S F W Sp S F W Sp S F W S S F
1966
1967
1968
1969
1970
1971
1972

FIGURE J



NOTE: QUARTER AND SEMESTER COMBINED AND WINTER QUARTER DROPPED FOR 1966, 1967, 1968, AND 1969
FROM 1970 ALL FIGURES WERE REPORTED AS QUARTER TOTALS

FIGURE J



AREA 14 ENROLLMENT BY SEMESTER WITHIN YEAR 1966-72

FIGURE J

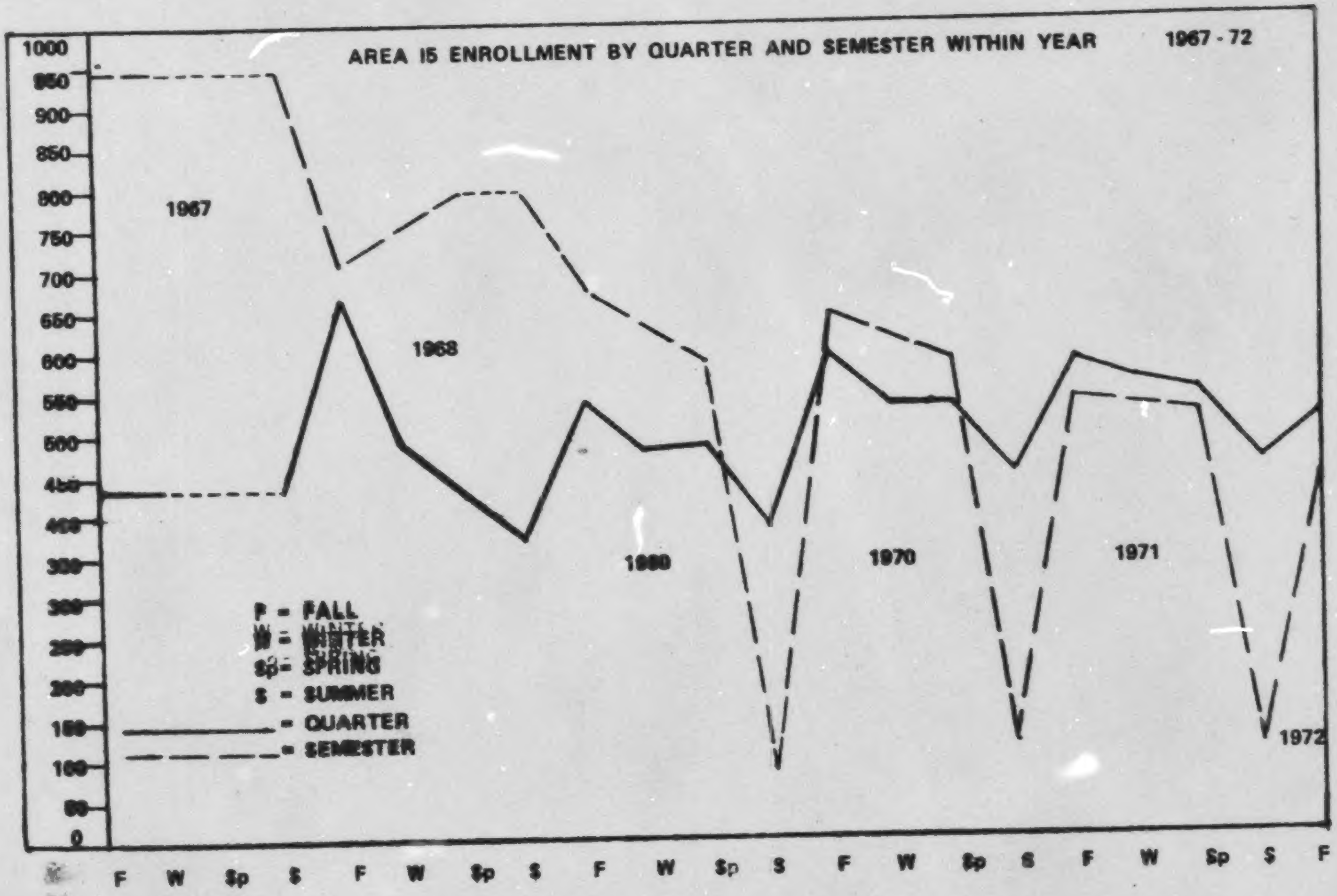

AREA 15 ENROLLMENT BY QUARTER AND SEMESTER WITHIN YEAR
1967 - 72
1000
950
900
850
800
750
700
650
600
550
500
450
400
350
300
250
200
150
100
50
0
1967
1968
1969
1970
1971
1972
F = FALL
W = WINTER
Sp = SPRING
S = SUMMER
= QUARTER
= SEMESTER
F
W
Sp
S
F
W
Sp
S
F
W
Sp
S
F
W
Sp
S
F
W
Sp
S
F

FIGURE J

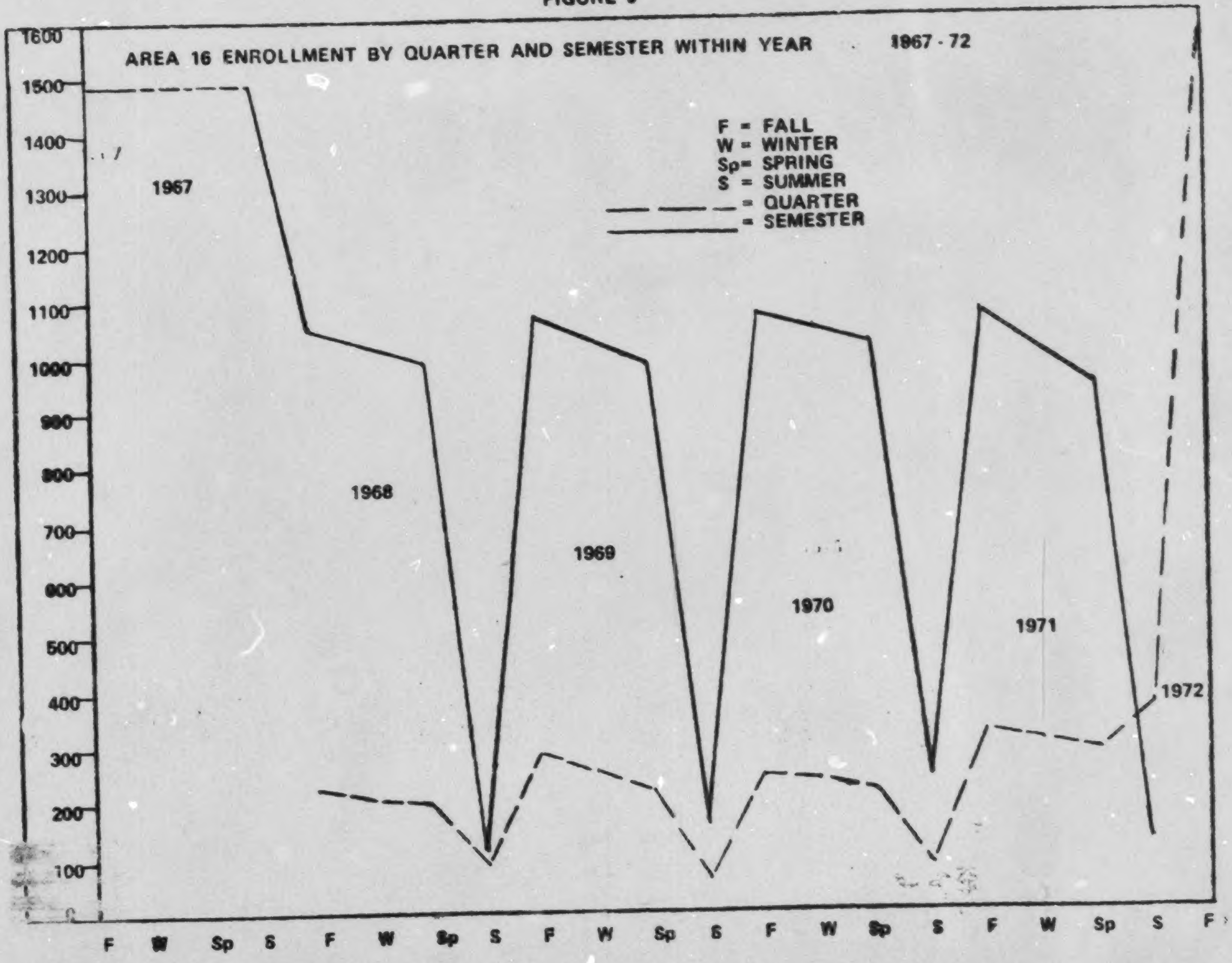

AREA 16 ENROLLMENT BY QUARTER AND SEMESTER WITHIN YEAR
1967 - 72
F = FALL
W = WINTER
Sp= SPRING
S = SUMMER
= QUARTER
= SEMESTER
1600
1500
1400
1300
1200
1100
1000
900
800
700
600
500
400
300
200
100
0
1967
1968
1969
1970
1971
1972
F
W
Sp
S
F
W
Sp
S
F
W
Sp
S
F
W
Sp
S
F
W
Sp
S
F

TABLE VII

AREA I

VOCATIONAL TECHNICAL ENROLLMENT

- HEADCOUNT ONLY -

YEAR	TERM	HEADCOUNT	CHANGE WITH QTR. IMMEDIATELY PRECEDING	CHANGE WITH SAME QUARTER A YEAR AGO
1967-68	Fall	170	N.A.	N.A.
	Winter	N.A.	N.A.	N.A.
	Spring	N.A.	N.A.	N.A.
	Summer	N.A.	N.A.	N.A.
1968-69	Fall	339	N.A.	99.4%
	Winter	309	-8.8%	N.A.
	Spring	320	+3.6%	N.A.
	Summer	208	-35.0%	N.A.
1969-70	Fall	454	+118.3%	+33.9%
	Winter	423	-6.8%	+36.9%
	Spring	425	+0.5%	+32.8%
	Summer	291	-31.5%	+39.9%
1970-71	Fall	531	+182.5%	+17.0%
	Winter	512	-3.6%	+21.0%
	Spring	485	-5.3%	+14.1%
	Summer	341	-29.7%	+17.2%
1971-72	Fall	515	+151.0%	-3.1%
	Winter	505	-2.0%	-1.4%
	Spring	489	-3.2%	-4.5%
	Summer	240	-50.9%	-29.6%
1972-73	Fall	827	+244.6%	+60.6%
	Winter	823	-0.5%	+6[illegible]0%
	Spring	848	+3.0%	+73.4%
	Winter	823	-0.5%	+63 0%
	Spring	848	+3.0%	+73.4%

TABLE VII

AREA II

TOTAL ENROLLMENT *

- HEADCOUNT ONLY -

YEAR	TERM	HEADCOUNT	CHANGE WITH SEM. IMMEDIATELY PRECEDING	CHANGE WITH SAME SEMESTER A YEAR AGO
1966-67	Fall	1709	N.A.	N.A.
	Spring	N.A.	N.A.	N.A.
	Summer	N.A.	N.A.	N.A.
1967-68	Fall	1800	N.A.	+5.3%
	Spring	N.A.	N.A.	N.A.
	Summer	N.A.	N.A.	N.A.
1968-69	Fall	1674	N.A.	-7.0%
	Spring	1536	-8.2%	N.A.
	Summer	403	-73.8%	N.A.
1969-70	Fall	1728	+328.8%	+3.2%
	Spring	1548	-10.4%	+0.8%
	Summer	417	-73.1%	+3.5%
1970-71	Fall	1639	+293.0%	-5.2%
	Spring	1573	-4.0%	+1.6%
	Summer	434	-72.4%	+4.1%
1971-72	Fall	1532	+253.0%	-6.5%
	Spring	1403	-8.4%	-10.8%
	Summer	339	-75.8%	-21.9%
1972-73	Fall	1429	+321.5%	-6.7%
	Spring	1460	+2.2%	+4.1%

* Day enrollment only. Evening enrollment (not shown) is increasing.

N.A. = Not Applicable

TABLE VII
AREA III
TOTAL ENROLLMENT
- HEADCOUNT ONLY -

YEAR	TERM	HEADCOUNT	CHANGE WITH TERM IMMEDIATELY PRECEDING	CHANGE WITH SAME TERM A YEAR AGO
1967-68	Fall	743	N.A.	N.A.
	Spring	N.A.	N.A.	N.A.
	Summer	N.A.	N.A.	N.A.
1968-69	Fall	889	N.A.	+19.6%
	Spring	989	+11.2%	N.A.
	Summer	157	-84.1%	N.A.
1969-70	Fall	919	+485.4%	+3.4%
	Spring	790	-14.0%	-20.1%
	Summer	124	-84.3%	21.0%
1970-71	Fall	1030	+730.6%	+12.1%
	Spring	1166	+13.2%	+47.6%
	Summer	457	-60.8%	+268.5%
1971-72	Fall	844	+84.7%	-18.0%
	Winter	875	+3.7%	
	Spring	787	-10.0%	-32.5%
	Summer	507	-35.6%	+10.9%
1972-73	Fall	806	+59.0%	-4.5%
	Winter	1149	+42.6%	+31.3%
	Spring	1220	+6.2%	+55.0%

TABLE VII

AREA IV

VOCATIONAL TECHNICAL ENROLLMENT

- HEADCOUNT ONLY -

YEAR	TERM	HEADCOUNT	CHANGE WITH QTR. IMMEDIATELY PRECEDING	CHANGE WITH SAME QUARTER A YEAR AGO
1967-68	Fall	185	N.A.	N.A.
	Winter	N.A.	N.A.	N.A.
	Spring	N.A.	N.A.	N.A.
	Summer	N.A.	N.A.	N.A.
1968-69	Fall	236	N.A.	+27.6%
	Winter	237	+0.4%	N.A.
	Spring	221	-6.8%	N.A.
	Summer	200	-9.5%	N.A.
1969-70	Fall	310	+55.0%	+31.4%
	Winter	329	+6.1%	+38.8%
	Spring	305	-7.3%	+38.0%
	Summer	232	-23.9%	+16.0%
1970-71	Fall	436	+87.9%	+40.6%
	Winter	427	-2.1%	+29.8%
	Spring	430	+0.7%	+41.0%
	Summer	275	-36.0%	+18.5%
1971-72	Fall	380	+38.2%	-12.8%
	Winter	372	-2.1%	-12.9%
	Spring	334	-10.2%	-22.3%
	Summer	232	-30.5%	-15.6%
1972-73	Fall	390	+68.1%	+2.6%

TABLE VII

AREA V
TOTAL ENROLLMENT

- HEADCOUNT ONLY -

YEAR	TERM	HEADCOUNT	CHANGE WITH TERM IMMEDIATELY PRECEDING	CHANGE WITH SAME TERM A YEAR AGO
1966-67	Fall	1659	N.A.	N.A.
	Spring	N.A.	N.A.	N.A.
	Summer	N.A.	N.A.	N.A.
1967-68	Fall	1733	N.A.	-04.5%
	Spring	N.A.	N.A.	N.A.
	Summer	N.A.	N.A.	N.A.
1968-69	Fall	1875	N.A.	+08.2%
	Spring	1720	-08.3%	N.A.
	Summer	431	-74.9%	N.A.
1969-70	Fall	1988	+361.2%	+06.0%
	Spring	1783	-10.3%	+03.7%
	Summer	456	-74.4%	+05.8%
1970-71	Fall	2130	+367.1%	+07.1%
	Spring	1928	-09.5%	+08.1%
	Summer	523	-72.9%	+14.7%
1971-72	Fall	2188	+318.4%	+02.7%
	Spring	1964	-11.4%	+01.9%
	Summer	477	-75.7%	-08.8%
1972-73	Fall	2115	+343.4%	-03.3%
	Spring	2144	+01.4%	+09.2%

TABLE VII

AREA VI

TOTAL ENROLLMENT BY SEMESTER AND QUARTER

- HEADCOUNT ONLY -

YEAR	TERM	HEADCOUNT	CHANGE WITH TERM IMMEDIATELY PRECEDING	CHANGE WITH SAME TERM A YEAR AGO
1966-67	Fall	2337	N.A.	N.A.
	Spring	N.A.	N.A.	N.A.
	Summer	N.A.	N.A.	N.A.
1967-68	Fall	2193	N.A.	-06.2%
	Spring	N.A.	N.A.	N.A.
	Summer	N.A.	N.A.	N.A.
1968-69	Fall	2195	N.A.	+0.1%
	Spring	2009	-08.5%	N.A.
	Summer	404	-79.9%	N.A.
1969-70	Fall	2231	+452.2%	+01.6%
	Spring	2061	-07.6%	+02.6%
	Summer	305	-85.2%	-24.5%
1970-71	Fall	2144 (86Q)	+603.0%	-03.9%
	Winter	(74Q)	(-14.0%)	N.A.
	Spring	2014 (68Q)	-66.1% (-8.1%)	-02.3%
	Summer	378	-81.2%	+24.0%
1971-72	Fall	1926 (84Q)	+409.5% (+23.5%)	-10.2% (-2.3%
	Winter	(72Q)	(-14.3%)	(-2.7%
	Spring	1824 (65Q)	-05.3% (9.7%)	-09.4% (-4.4%
	Summer	340	-81.4%	-07.9%
1972-73	Fall	1691 (89Q)	+397.4% (+36.9%)	-12.2% (+6.0%
	Winter	(70Q)	(21.3%)	-2.8%
	Spring	1738 (66Q)	+2.8% (-5.7%)	-1.5%

TABLE VII

AREA VII
VOCATIONAL TECHNICAL ENROLLMENT

- HEADCOUNT ONLY -

YEAR	TERM	HEADCOUNT	CHANGE WITH QUARTER IMMEDIATELY PRECEDING	CHANGE WITH SAME QUARTER A YEAR AGO
1967-68	Fall	539	N.A.	N.A.
	Winter	N.A.	N.A.	N.A.
	Spring	N.A.	N.A.	N.A.
	Summer	252	N.A.	N.A.
1968-69	Fall	737	+192.3%	+36.7%
	Winter	648	-12.1%	N.A.
	Spring	609	-6.0%	N.A.
	Summer	281	-53.8%	+11.5%
1969-70	Fall	793	+182.2%	+7.6%
	Winter	761	-4.0%	+17.4%
	Spring	717	-5.8%	+17.7%
	Summer	383	-46.6%	+36.3%
1970-71	Fall	1026	+167.9%	+29.4%
	Winter	948	-7.6%	+24.6%
	Spring	897	-5.4%	+25.1%
	Summer	492	-45.2%	+28.4%
1971-72	Fall	1096	+122.8%	+6.8%
	Winter	1046	-4.6%	+10.3%
	Spring	965	-7.7%	+7.6%
	Summer	454	-53.0%	-7.7%
1972-73	Fall	1089	+139.9%	-0.6%
	Winter	1054	-3.2%	+0.8%
	Spring	1014	-3.8%	+5.1%

TABLE VII

AREA IX

TOTAL ENROLLMENT BY QUARTER AND SEMESTER

- HEADCOUNT ONLY -

YEAR	TERM	HEADCOUNT	CHANGE WITH TERM IMMEDIATELY PRECEDING	CHANGE WITH SAME TERM A YEAR AGO
1966-67	Fall	1370	N.A.	N.A.
	Winter	N.A.	N.A.	N.A.
	Spring	N.A.	N.A.	N.A.
	Summer	N.A.	N.A.	N.A.
1967-68	Fall	1695	N.A.	+23.7%
	Winter	N.A.	N.A.	N.A.
	Spring	N.A.	N.A.	N.A.
	Summer	N.A.	N.A.	N.A.
1968-69	Fall	1669	N.A.	-01.5%
	Winter	1493	-10.5%	N.A.
	Spring	1390	-06.9%	N.A.
	Summer	606	-56.4%	N.A.
1969-70	Fall	1590	-162.4%	-04.7%
	Winter	1495	-06.0%	+0.1%
	Spring	1446	-03.3%	+04.0%
	Summer	447 (242S)	-60.1%	-26.2%
1970-71	Fall	1277 (457S)	+185.7% (+88.8%)	-19.7%
	Winter	1178	-07.8%	-21.2%
	Spring	1163 (445S)	-01.3% (-2.6%)	-19.6%
	Summer	514 (64S)	-55.8% (-595.3%)	+15.0% (-73.6%)
1971-72	Fall	1247 (484S)	+142.6% (+656.2%)	-02.3% (+5.9%)
	Winter	1135	-09.0%	-03.6%
	Spring	1172 (445S)	+03.3% (-8.0%)	+0.8% (0.0%)
	Summer	660 (94S)	-43.7% (-78.9%)	+28.4% (+46.9%)
1972-73	Fall	1149 (492S)	+74.1% (+60.3%)	-07.8% (+1.6%)
	Winter	1178	+2.5%	+03.8%
	Spring	1215 (431S)	+3.1% (-12.4%)	+3.7% (-3.1%)

TABLE VII

AREA X
TOTAL ENROLLMENT

- HEADCOUNT ONLY -

YEAR	TERM	HEADCOUNT	CHANGE WITH TERM IMMEDIATELY PRECEDING	CHANGE WITH SAME TERM A YEAR AGO
1967-68	Fall	1151	N.A.	N.A.
	Winter	N.A.	N.A.	N.A.
	Spring	N.A.	N.A.	N.A.
	Summer	N.A.	N.A.	N.A.
1968-69	Fall	1648	N.A.	+43.2%
	Winter	1501	-08.9%	N.A.
	Spring	1501	0.0%	N.A.
	Summer	730	-51.4%	N.A.
1969-70	Fall	2298	+214.8%	+48.4%
	Winter	2159	-06.0%	+43.8%
	Spring	1993	-07.7%	+32.8%
	Summer	971	-51.3%	+33.0%
1970-71	Fall	2788	+187.1%	+21.3%
	Winter	2538	-09.0%	+17.6%
	Spring	2433	-04.1%	+22.1%
	Summer	1151	-52.7%	+18.5%
1971-72	Fall	2850	+147.6%	+02.2%
	Winter	2604	-8.6%	+02.6%
	Spring	2479	-04.8%	+01.9%
	Summer	1173	-52.7%	+01.9%
1972-73	Fall	3074	+162.1%	+07.8%
	Winter	2999	-2.4%	+15.2%
	Spring	2940	-2.0%	-18.6%

TABLE VII
AREA XI
TOTAL ENROLLMENT
- HEADCOUNT ONLY -

YEAR	TERM	HEADCOUNT	CHANGE WITH TERM IMMEDIATELY PRECEDING	CHANGE WITH SAME TERM A YEAR AGO
1967-68	Fall	648	N.A.	N.A.
	Winter	N.A.	N.A.	N.A.
	Spring	N.A.	N.A.	N.A.
	Summer	N.A.	N.A.	N.A.
1968-69	Fall	990	N.A.	+52.8%
	Winter	516	-47.9%	N.A.
	Spring	863	+67.2%	N.A.
	Summer	864	+0.1%	N.A.
1969-70	Fall	1222	+41.4%	+23.4%
	Winter	877	-28.2%	+70.0%
	Spring	955	+8.9%	+10.7%
	Summer	867	-9.2%	+0.3%
1970-71	Fall	2268	+161.6%	+85.6%
	Winter	1969	-13.2%	+124.5%
	Spring	2085	+5.9%	+118.3%
	Summer	1234	-40.8%	+42.3%
1971-72	Fall	2790	+126.1%	+23.0%
	Winter	2515	-9.8%	+27.7%
	Spring	2440	-3.0%	+17.0%
	Summer	1501	-38.5%	+21.6%
1972-73	Fall	3575	+138.2%	+28.1%
	Winter	3358	-6.1%	+33.5%
	Spring	3590	+6.9%	+47.1%

TABLE VII
AREA XII
VOCATIONAL TECHNICAL ENROLLMENT
- HEADCOUNT ONLY -

YEAR	TERM	HEADCOUNT	CHANGE WITH QTR. IMMEDIATELY PRECEDING	CHANGE WITH SAME QUARTER A YEAR AGO
1966-67	Fall	89	N.A	N.A.
	Winter	N.A.	N.A.	N.A.
	Spring	N.A.	N.A.	N.A.
	Summer	N.A.	N.A.	N.A.
1967-68	Fall	180	N.A.	N.A.
	Winter	N.A.	N.A.	N.A.
	Spring	N.A.	N.A.	N.A.
	Summer	N.A.	N.A.	N.A.
1968-69	Fall	345	N.A.	+91.7%
	Winter	315	-8.6%	N.A.
	Spring	329	+4.4%	N.A.
	Summer	241	-26.7%	N.A.
1969-70	Fall	450	+86.7%	+30.4%
	Winter	418	-7.1%	+32.7%
	Spring	415	-0.7%	+26.1%
	Summer	319	-23.1%	+32.4%
1970-71	Fall	589	+84.6%	+30.9%
	Winter	521	-11.5%	+24.6%
	Spring	484	-7.1%	+16.6%
	Summer	349	-27.9%	+9.4%
1971-72	Fall	646	+85.1%	+9.7%
	Winter	585	-9.4%	+12.3%
	Spring	567	-3.1%	+17.1%
	Summer	413	-27.2%	+18.3%
1972-73	Fall	967	+134.1%	+49.7%
	Winter	840	-13.1%	+43.6%
	Spring	781 2-24	-7.0%	+37.7%

TABLE VII

AREA XIII
TOTAL ENROLLMENT
- HEADCOUNT ONLY -

Q = Quarter
S = Semester

YEAR	TERM	HEADCOUNT	CHANGE WITH TERM IMMEDIATELY PRECEDING	CHANGE WITH SAME TERM A YEAR AGO
1966-67	Fall	587 (68Q, 519S)	N.A.	N.A.
	Winter	N.A.	N.A.	N.A.
	Spring	N.A.	N.A.	N.A.
	Summer	N.A.	N.A.	N.A.
1967-68	Fall	858	N.A.	+46.2%
	Winter	N.A.	N.A.	N.A.
	Spring	N.A.	N.A.	N.A.
	Summer	N.A.	N.A.	N.A.
1968-69	Fall	1039 (Q, S)	N.A.	+21.1%
	Winter	297 (Q)	Excluded	N.A.
	Spring	1049 (311Q, 738S)	+01.0%	N.A.
	Summer	376 (242Q, 133S)	-64.0%	N.A.
1969-70	Fall	1199 (436Q, 763S)	+219.0%	+15.4%
	Winter	463 (Q)	Excluded	+55.9%
	Spring	1101 (394Q, 707S)	-08.2%	+05.0%
	Summer	548 (322Q, 216S)	-50.2%	+45.7%
1970-71	Fall	1174 (Q)	+114.0%	-02.1%
	Winter	1209 (Q)	+03.0%	+161.1%
	Spring	1091 (Q)	-10.0%	-0.9%
	Summer	709 (Q)	-35.0%	+29.4%
1971-72	Fall	1405 (Q)	+98.2%	+19.7%
	Winter	1308 (Q)	-07.0%	+08.2%
Spring	Spring	1236 (Q)	-05.5%	+13.3%
	Summer	723 (Q)	-41.5%	02.0%
1972-73	Fall	1522 (Q)	+110.5%	-08.3%
	Winter	1627 (Q)	+6.9%	+24.4%
	Spring	1579 (Q)	-3.0%	+27.8%

TABLE VII

AREA XIV

TOTAL ENROLLMENT BY TERM

- HEADCOUNT ONLY -

YEAR	TERM	HEADCOUNT	CHANGE WITH SEM. IMMEDIATELY PRECEDING	CHANGE WITH SAME SEMESTER A YEAR AGO
1966-67	Fall	351	N.A.	N.A.
	Spring	N.A.	N.A.	N.A.
	Summer	N.A.	N.A.	N.A.
1967-68	Fall	527	N.A.	+50.1%
	Spring	N.A.	N.A.	N.A.
	Summer	N.A.	N.A.	N.A.
1968-69	Fall	473	N.A.	-10.2%
	Spring	405	-14.4%	N.A.
	Summer	99	-75.6%	N.A.
1969-70	Fall	465	+369.7%	-01.7%
	Spring	418	-10.1%	+03.2%
	Summer	139	-66.7%	+40.4%
1970-71	Fall	483	+247.5%	+03.9%
	Spring	479	-00.8%	+14.6%
	Summer	143	-70.1%	+02.9%
1971-72	Fall	469	+228.0%	-02.9%
	Spring	453	-03.4%	-05.7%
	Summer	121	-71.1%	-15.4%
1972-73	Fall	568	+369.4%	+21.1%
	Spring	580	+2.1%	+28.0%

TABLE VII
AREA XV
TOTAL ENROLLMENT BY QUARTER AND SEMESTER

- HEADCOUNT ONLY -

YEAR	TERM	HEADCOUNT	CHANGE WITH TERM IMMEDIATELY PRECEDING	CHANGE WITH SAME TERM A YEAR AGO
1967-68	Fall	427 (940S)	N.A.	N.A.
	Winter	N.A.	N.A.	N.A.
	Spring	N.A.	N.A.	N.A.
	Summer	N.A.	N.A.	N.A.
1968-69	Fall	662 (706S)	N.A.	+55.0% (-24.9%)
	Winter	487	-26.4%	N.A.
	Spring	424 (792S)	-12.9% (+12.0%)	N.A.
	Summer	372	-12.3%	N.A.
1969-70	Fall	536 (672S)	+44.1% (-15.2%)	-19.0% (-4.8%)
	Winter	475	-11.4%	-02.5%
	Spring	483 (587S)	+01.6% (-12.6%)	+13.9% (-25.9%)
	Summer	379 (81S)	-21.5% (-624.7%)	+01.9%
1970-71	Fall	594 (647S)	+36.2% (+698.8%)	+10.8% (-3.7%)
	Winter	527	-11.3%	+10.9%
	Spring	530 (579S)	+0.6% (-10.5%)	+09.7% (-1.4%)
	Summer	449 (109S)	-15.3% (-81.2%)	+18.5% (+28.0%)
1971-72	Fall	579 (531S)	+29.0% (387.2%)	-02.5% (-19.5%)
	Winter	559	-03.4%	+06.1%
	Spring	545 (516S)	-02.5% (-2.8%)	+02.8% (-10.9%)
	Summer	457 (109S)	-16.1% (-78.9%)	+01.8% (0.0%)
1972-73	Fall	509 (433S)	+11.4% (+297.2%)	-12.1% (-18.4%)
	Winter	576	+13.2%	+3.0%
	Spring	583 (401S)	+1.2% (-7.4%)	+6.8% (-22.3%)

TABLE VII

AREA XVI
TOTAL ENROLLMENT BY SEMESTER AND QUARTER

- HEADCOUNT ONLY -

YEAR	TERM	HEADCOUNT	CHANGE WITH TERM IMMEDIATELY PRECEDING	CHANGE WITH SAME TERM A YEAR AGO
1967-68	Fall	(1487 S)	N.A.	N.A.
	Winter	N.A.	N.A.	N.A.
	Spring	N.A.	N.A.	N.A.
	Summer	N.A.	N.A.	N.A.
1968-69	Fall	220 (1053S)	N.A.	(-29.2%)
	Winter	203	-03.2%	N.A.
	Spring	200 (988S)	-01.5% (-6.2%)	N.A.
	Summer	94 (126S)	-03.0% (-87.2%)	N.A.
1969-70	Fall	273 (1062S)	+190.4% (+742.8%)	+24.1% (+0.8%)
	Winter	244	-10.6%	+20.2%
	Spring	212 (985S)	-13.1% (-7.2%)	+06.0% (-0.3%)
	Summer	62 (159S)	-70.8% (-83.8%)	-34.0% (+26.2
1970-71	Fall	243 (1067S)	+291.9% (+571.1%)	-11.0% (+0.5%)
	Winter	235	-03.3%	-03.7%
	Spring	216 (1023S)	-08.1% (-4.1%)	+01.9% (+3.8%)
	Summer	79 (247S)	-63.4% (-314.2%)	+27.4% (+55.3
1971-72	Fall	320 (1067S)	+305.1% (+332.0%)	+31.7% (0.0%)
	Winter	301	-05.9%	+28.1%
	Spring	286 (936S)	-05.0% (-12.3%)	+32.4% (-8.5%)
	Summer	364 (132S)	+20.9% (-85.9%)	+360.8% (-46.6
1972-73	Fall	1549	+325.5%	+384.1%
	Winter	1473	-4.9%	+389.4%
	Spring	1351	-8.3%	+345.1%

The relatively large gap between the summer term enrollment and the other terms represents a substantial enrollment loss. Additional income gained from increasing summer enrollment, although countered by some additional expenses, does mean that institutional resources are distributed more evenly and efficiently. Administrators, secretaries, and custodial personnel are at work even when enrollment is down. The buildings are available, and there are no heating costs in the summer. It appears, therefore, that some means of raising enrollment for the summer quarter needs to be devised. Alternatives are suggested in the "Opening Doors" section of this report; possibilities are limited only by the imagination of the staff in each area school.

The opening of the South Center in Dubuque has had a singular effect on the overall enrollment pattern of Area I. The trend depicted in these figures is obvious; enrollment increases as new programs are offered. There is no apparent disinclination for students to choose Area I as a viable post-high school educational alternative, as has been the case at some institutions of higher education.

Figure J depicts the same information as Figure I. Figure J, however, provides a more graphic portrayal of the net gain or loss in enrollment.

The data from which Figures I and J were drawn are displayed in Table VII. It is possible to study growth (or loss) from one term to another by perusing this table. The reader will note for instance, as shown in the far right-hand column, that there was a 3.1% drop in enrollment between the fall terms of 1970 and 1971. However, there was a 17.2% increase in the summer of 1970-1971 over the summer of 1969-70 and the fall of 1971 showed a 151% increase over the summer of 1970-71 (shown in column headed "Change with Qtr. Immediately Preceeding").

Figure K compares full-time/part-time enrollment and male/female ratio by year for Area I. (Discrepancies in data exist in official records and source documents of the Department of Public Instruction. However, in nearly all cases the discrepancies are not of sufficient magnitude to affect the meaning and interpretations of the data). It is obvious, and should surprise no one familiar with the Area I Vocational School curriculum, that nearly all students in the Area I Vocational School are full-time students. One very encouraging trend, of recent origin, is a better balance of the sexes. This is due, in part, to the exclusion of the Veterans' Farm Cooperative program from data collected in 1971 and 1972. Nevertheless, in terms of recruitment, it is logical that a more even balance of males and females attracts more students of both sexes than does a serious imbalance.

It should be of interest to Area School Administrators to compare enrollment patterns at their school with the state as a whole.

Figures L, M, N, and O represent enrollment characteristics for the area school system in Iowa. Specifically, Figure L is addressed to the full-time/part-time enrollment in Career Education programs; Figure M deals with the full-time/part-time enrollment phenomenon in Arts and Sciences; Figure N depicts the male/female enrollment in Career Education; while Figure O shows the sex of students in Arts and Sciences.

The relatively large gap between the summer term enrollment and the other terms represents a substantial enrollment loss. Additional income gained from increasing summer enrollment, although countered by some additional expenses, does mean that institutional resources are distributed more evenly and efficiently. Administrators, secretaries, and custodial personnel are at work even when enrollment is down. The buildings are available, and there are no heating costs in the summer. It appears, therefore, that some means of raising enrollment for the summer quarter needs to be devised. Alternatives are suggested in the "Opening Doors" section of this report; possibilities are limited only by the imagination of the staff in each area school.

Figure J depicts the same information as Figure I. Figure J, however, provides a more graphic portrayal of the net gain or loss in enrollment.

The data from which Figures I and J were drawn are displayed in Table VII. It is possible to study growth (or loss) from one term to another by perusing this table. The reader will note for instance, as shown in the far right-hand column, that there was a 6.5% drop in enrollment between the fall terms of 1970 and 1971. However, there was a 4.1% increase in the spring of 1972-73 over the spring of 1971-72. And, the fall of 1972-73, showed a 321.5% increase over the summer of 1972 (shown in column headed "Change with Qtr. Immediately Preceeding").

Figure K compares full-time/part-time enrollment and male/female ratio by year for Area II. (Discrepancies in data exist in official records and source documents of the Department of Public Instruction. However, in nearly all cases the discrepancies are not of sufficient magnitude to affect the meaning and interpretations of the data). It is obvious, and should surprise no one familiar with Vocational Technical curricula, that nearly all Voc Tech students at Area II are full-time students. One very encouraging trend, of recent origin, is a better balance of the sexes. The percentage of women in Voc Tech increased from 16% in 1965 to 53% in 1972; and from 31% to 39% in Arts and Sciences. In terms of recruitment, it is logical that a more even balance of males and females attracts more students of both sexes than does a serious imbalance.

It should be of interest to Area School Administrators to compare enrollment patterns at their school with the state as a whole.

Figures L, M, N, and O represent enrollment characteristics for the area school system in Iowa. Specifically, Figure L is addressed to the full-time/part-time enrollment in Career Education programs; Figure M deals with the full-time/part-time enrollment phenomenon in Arts and Sciences; Figure N depicts the male/female enrollment in Career Education; while Figure O shows the sex of students in Arts and Sciences.

The relatively large gap between the summer term enrollment and the other terms represents a substantial enrollment loss. Additional income gained from increasing summer enrollment, although countered by some additional expenses, does mean that institutional resources are distributed more evenly and efficiently. Administrators, secretaries, and custodial personnel are at work even when enrollment is down. The buildings are available, and there are no heating costs in the summer. It appears, therefore, that some means of raising enrollment for the summer quarter needs to be devised. Alternatives are suggested in the "Opening Doors" section of this report; possibilities are limited only by the imagination of the staff in each area school.

Figure J depicts the same information as Figure I. Figure J, however, provides a more graphic portrayal of the net gain or loss in enrollment.

The data from which Figures I and J were drawn are displayed in Table VII. It is possible to study growth (or loss) from one term to another by perusing this table. The reader will note for instance, as shown in the far right-hand column, that there was a 4.5% drop in enrollment between the fall terms of 1971 and 1972. However, there was a 55.0% increase in the spring of 1973 over the spring of 1972. And, the fall of 1972 showed a 59.0% increase over the summer of 1972. (Shown in column headed "Change with Qtr. Immediately Preceeding").

Figure K compares full-time/part-time enrollment and the male/female ratio by year for Area III. (Discrepancies in data exist in official records and source documents of the Department of Public Instruction. However, in nearly all cases the discrepancies are not of sufficient magnitude to affect the meaning and interpretations of the data). It is obvious, and should suprise no one familiar with most Vocational Technical curricula, that Voc-Tech students at Area III were full-time students. Even in Arts and Sciences there were few part-time students at Iowa Lakes. A better balance of the sexes might be desirable, in terms of recruitment, as it is logical that a more even balance of males and females would attract more students of both sexes than does a serious imbalance.

It should be of interest to area school administrators to compare enrollment patterns at their school with the state as a whole.

Figures L, M, N, and O represent enrollment characteristics for the area school system in Iowa. Specifically, Figure L is addressed to the full-time/part-time enrollment in Career Education programs; Figure M deals with the full-time/part-time enrollment phenomenon in Arts and Sciences; Figure N depicts the male/female enrollment in Career Education; while Figure O shows the sex of students in Arts and Sciences.

The relatively large gap between the summer term enrollment and the other terms represents a substantial enrollment loss. Additional income gained from increasing summer enrollment, although countered by some additional expenses, does mean that institutional resources are distributed more evenly and efficiently. Administrators, secretaries, and custodial personnel are at work even when enrollment is down. The buildings are available, and there are no heating costs in the summer. It appears, therefore, that some means of raising enrollment for the summer quarter needs to be devised. Alternatives are suggested in the "Opening Doors" section of this report; possibilities are limited only by the imagination of the staff in each area school.

Figure J depicts the same information as Figure I. Figure J, however, provides a more graphic portrayal of the net gain or loss in enrollment.

The data from which Figure I and J were drawn are displayed in Table VII. It is possible to study growth (or loss) from one term to another by perusing this table. The reader will note for instance, as shown in the far right-hand column, that there was a 12.8% drop in enrollment between the Fall terms of 1970 and 1971. However, there was a 2.6% increase in the Fall of 1972 over the Fall of 1972. The Fall of 1972 however, showed a 68.1% increase over the Summer of 1972. (shown in column headed "Change with Qtr. Immediately Preceeding").

Figure K compares full-time/part-time enrollment and male/female ratio by year for Area IV. (Discrepancies in data exist in official records and source documents in the Department of Public Instruction. However, in nearly all cases the discrepancies are not of sufficient magnitude to affect the meaning and interpretations of the data). It is unusual for schools with an emphasis in vocational technical education to have such large numbers of part-time students. At Area IV it is obviously a function of the enrollment of students still enrolled in high school, who are therefore enrolled part time. It is unfortunate that a more even male/female ratio is not found at Area IV. In terms of recruitment, it is logical that a more even balance of males and females would attract more students of both sexes than does a serious imbalance.

It should be of interest to area school administrators to compare enrollment patterns at their school with the state as a whole.

Figures L, M, N, and O represent enrollment characteristics for the area school system in Iowa. Specifically, Figure L is addressed to the full-time/part-time enrollment in Career Education programs; Figure M deals with the full-time/part-time enrollment phenomenon in Arts and Sciences; Figure N depicts the male/female enrollment in Career Education; while Figure O shows the sex of students in Arts and Sciences.

The relatively large gap between the summer term enrollment and the other terms represents a substantial enrollment loss. Additonal income gained from increasing summer enrollment, although countered by some additional expenses, does mean that institutional resources are distributed more evenly and efficiently. Administrators, secretaries, and custodial personnel are at work even when enrollment is down. The buildings are available, and there are no heating cost in the summer. It appears, therefore, that some means of raising enrollment for the summer quarter needs to be devised. Alternatives are suggested in the "Opening Doors" section of this report; possibilities are limited only by the imagination of the staff in each area school.

Figure J depicts the same information as Figure I. Figure J, however, provides a more graphic portrayal of the net gain or loss in enrollment.

The data from which Figures I and J were drawn are displayed in Table VII. It is possible to study growth (or loss) from one term to another by perusing this table. The reader will note for instance, as shown in the far right-hand column, that there was a 8.8% drop in enrollment between the summer terms of 1971 and 1972. However, there was a 14.7% increase in the summer of 1971 over the summer of 1970. The fall of 1972 however, showed a 343.4% increase over the summer of 1972 (shown in column headed "Change with Qtr. Immediately Preceeding").

Figure K compares full-time/part-time enrollment and male/female ratio by year for Area V. (Discrepancies in data exist in official records and source documents of the Department of Public Instruction. However, in nearly all cases the discrepancies are not of sufficient magnitude to affect the meaning and interpretations of the data). It is obvious, and should surprise no one familiar with Vocational-Technical curriculum, that most students in that division are full-time students. It is also of interest to note that there was a significant increase in the part-time enrollment in 1972. This event was unique in the case of Area V. . . no other area school experienced this growth. In terms of recruitment, it is logical that a more even balance of males and females would attract more students of both sexes than does a serious imbalance.

It should be of interest to area school administrators to compare enrollment patterns at their school with the state as a whole.

Figures L, M, N, and O represent enrollment characteristics for the area school system in Iowa. Specifically, Figure L is addressed to the full-time/part-time enrollment in Career Education programs; Figure M deals with the full-time/part-time enrollment phenomenon in Arts and Sciences; Figure N depicts the male/female enrollment in Career Education; while Figure O shows the sex of students in Arts and Sciences.

The relatively large gap between the summer term enrollment and the other terms represents a substantial enrollment loss. Additional income gained from increasing summer enrollment, although countered by some additional expenses, does mean that institutional resources are distributed more evenly and efficiently. Administrators, secretaries, and custodial personnel are at work even when enrollment is down. The buildings are available, and there are no hearing costs in the summer. It appears, therefore, that some means of raising enrollment for the summer quarter needs to be devised. Alternatives are suggested in the "Opening Doors" section of this report; possibilities are limited only by the imagination of the staff in each area school.

Figure J depicts the same information as Figure I. Figure J, however, provides a more graphic portrayal of the net gain or loss in enrollment.

The data from which Figures I and J were drawn are displayed in Table VII. It is possible to study growth (or loss) from one term to another by perusing this table. The reader will note for instance, as shown in the far right-hand column, that there was a 24.5% drop in enrollment between the Summer terms of 1970 and 1969. However, there was a 24.0% increase in the Summer of 1971 over the Summer of 1970. The Fall of 1972 however, showed a 397.4% increase over the Summer of 1972 (shown in column headed "Change with Qtr. Immediately Predeeding").

Figure K compares full-time/part-time enrollment and male/female ratios by year for Area VI. (Discrepancies in data exist in official records and source documents of the Department of Public Instruction. However, in nearly all cases the discrepancies are not of sufficient magnitude to affect the meaning and interpretations of the data). It is obvious, and should surprise no one familiar with vocational-technical curriculum, that nearly all voc-tech students in Area VI are full-time students. One very encouraging trend, of recent origin, is a better balance of the sexes. In 1966, 86% of the voc-tech; 67% of the arts and sciences students were male; in 1972 the percentages were 54 and 59 respectively. Nevertheless, in terms of recruitment, it is logical that a more even balance of males and females would attract more students of both sexes than does a serious imbalance.

It should be of interest to area school administrators to compare enrollment patterns at their school with the state as a whole.

Figures L, M, N, and O represent enrollment characteristics for the area school system in Iowa. Specifically, Figure L is addresses to the full-time/part-time enrollment in Career Education programs; Figure M deals with the full-time/part-time enrollment phenomenon in Arts and Sciences; Figure N depicts the male/female enrollment in Career Education; while Figure O shows the sex of students in Arts and Sciences.

The relatively large gap between the summer term enrollment and the other terms represents a substantial enrollment loss. Additional income gained from increasing summer enrollment, although countered by some additional expenses, does mean that institutional resources are distributed more evenly and efficiently. Administrators, secretaries, and custodial personnel are at work even when enrollment is down. The buildings are available, and there are no heating costs in the summer. It appears, therefore, that some means of raising enrollment for the summer quarter needs to be devised. Alternatives are suggested in the "Opening Doors" section of this report; possibilities are limited only by the imagination of the staff in each area school.

Figure J depicts the same information as Figure I. Figure J, however, provides a more graphic portrayal of the net gain or loss in enrollment.

The data from which Figures I and J were drawn are displayed in Table VII. It is possible to study growth (or loss) from one term to another by perusing this table. The reader will note for instance, as shown in the far right-hand column, that there was a 7.7% drop in enrollment between the Summer terms of 1971 and 1972. However, there was a 5.1% increase in the Spring of 1973 over the Spring of 1972. The Fall of 1972 however, showed a 139.9% increase over the Summer of 1972 (shown in column headed "Change with Qtr. Immediately Preceeding").

Figure K compares full-time/part-time enrollment and male/female ratios by year for Area VII (Discrepancies in data exist in official records and source documents of the Department of Public Instruction. However, in nearly all cases the discrepancies are not of sufficient magnitude to affect the meaning and interpretations of the data). It is obvious, and should surprise no one familiar with the Hawkeye Tech curriculum, that nearly all students in the Area VII Vocational School are full-time students. One very encouraging trend, of recent origin, is a better balance of the sexes. In 1972 women comprised 32% of the enrollment, whereas in 1966 only 26% of the students were women. Nevertheless, in terms of recruitment, it is logical that a more even balance of males and females attracts more students of both sexes than does a serious imbalance.

It should be of interest to area school administrators to compare enrollment patterns at their school with the state as a whole.

Figures L, M, N, and O represent enrollment characteristics for the area school system in Iowa. Specifically, Figure L is addressed to the full-time/part-time enrollment in Careet Education programs; Figure M deals with the full-time/part-time enrollment phenomenon in Arts and Sciences; Figure N depicts the male/female enrollment in Career Education; while Figure O shows the sex of students in Arts and Sciences.

The relatively large gap between the summer term enrollment and the other terms represents a substantial enrollment loss. Additional income gained from increasing summer enrollment, although countered by some additional expenses, does mean that institutional resources are distributed more evenly and efficiently. Administrators, secretaries, and custodial personnel are at work even when enrollment is down. The buildings are available, and there are no heating costs in the summer. It appears, therefore, that some means of raising enrollment for the summer quarter needs to be devised. Alternatives are suggested in the "Opening Doors" section of this report; possibilities are limited only by the imagination of the staff in each area school.

Figure J depicts the same information as Figure I. Figure J, however, provides a more graphic portrayal of the net gain or loss in enrollment.

The data from which Figures I and J were drawn are displayed in Table VII. It is possible to study growth (or loss) from one term to another by perusing this table. The reader will note for instance, as shown in the far right-hand column, that there was a 7.8% drop in enrollment between the fall terms of 1971 and 1972. However, there was a 3.7% increase in the spring of 1973 over the spring of 1972. The fall of 1972 however, showed a 74.1% increase over the summer of 1972 (shown in column headed "Change with Qtr. Immediately Preceeding").

Figure K compares full-time/part-time enrollment and male/female ratio by year for Area IX. (Discrepancies in data exist in official records and source documents of the Department of Public Instruction. However, in nearly all cases the discrepancies are not of sufficient magnitude to affect the meaning and interpretations of the data). It is obvious, and should surprise no one familiar with vocational-technical curricula, that students in the Area IX Vocational Division are full-time students. One very encouraging trend is a better balance of the sexes, in both divisions. In terms of recruitment, it is logical that a more even balance of males and females would attract more students of both sexes than does a serious imbalance. It is also of interest to note that there has been an increase in the enrollment of students on a part-time basis, with a concurrent decrease in full-time enrollments.

It should be of interest to area school administrators to compare enrollment patterns at their school with the state as a whole.

Figures L, M, N, and O represent enrollment characteristics for the area school system in Iowa. Specifically, Figure L is addressed to the full-time/part-time enrollment in Career Education programs; Figure M deals with the full-time/part-time enrollment phenomenon in Arts and Sciences; Figure N depicts the male/female enrollment in Career Education; while Figure O shows the sex of students in Arts and Sciences.

The relatively large gap between the summer term enrollment and the other terms represents a substantial enrollment loss. Additional income gained from increasing summer enrollment, although countered by some additional expenses, does mean that institutional resources are distributed more evenly and efficiently. Administrators, secretaries, and custodial personnel are at work even when enrollment is down. The buildings are available, and there are no heating costs in the summer. It appears, therefore, that some means of raising enrollment for the summer quarter needs to be devised. Alternatives are suggested in the "Opening Doors" section of this report; possibilities are limited only by the imagination of the staff in each area school.

Figure J depicts the same information as Figure I. Figure J, however, provides a more graphic portrayal of the net gain or loss in enrollment.

The data from which Figures I and J were drawn are displayed in Table VII. It is possible to study growth (or loss) from one term to another by perusing this table. The reader will note for instance, as shown in the far right-hand column, that there was an 18.6% increase in the Spring of 1973 over the Spring of 1972. The Winter of 1972-73 however, showed a 2.4% decrease from the Fall of 1972 (shown in column headed "Change with Qtr. Immediately Preceeding").

Figure K compares full-time/part-time enrollment and male-female ratio by year for Area X. (Discrepancies in data exist in official records and source documents of the Department of Public Instruction. However, in nearly all cases the discrepancies are not of sufficient magnitude to affect the meaning and interpretations of the data). It is obvious, and should surprise no one familiar with vocational technical curricula, that most students in the Area X Vocational Division are full-time students. One very encouraging trend is a better balance of the sexes. In 1966 women comprised only 22% of the Voc-Tech student body, but in 1972 females accounted for 46% of the Division's enrollment. In terms of recruitment, it is logical that a more even balance of males and females would stimulate enrollment of students of both sexes.

It should be of interest to area school administrators to compare enrollment patterns at their school with the state as a whole.

Figures L, M, N, and O represent enrollment characteristics for the area school system in Iowa. Specifically, Figure L is addressed to the full-time/part-time enrollment in Career Education programs; Figure M deals with the full-time/part-time enrollment phenomenon in Arts and Sciences; Figure N depicts the male/female enrollment in Career Education; while Figure O shows the sex of students in Arts and Sciences.

The relatively large gap between the summer term enrollment and the other terms represents a substantial enrollment loss. Additional income gained from increasing summer enrollment, although countered by some additional expenses, does mean that institutional resources are distributed more evenly and efficiently. Administrators, secretaries, and custodial personnel are at work even when enrollment is down. The buildings are available, and there are no heating costs in the summer. It appears, therefore, that some means of raising enrollment for the summer quarter needs to be devised. Alternatives are suggested in the "Opening Doors" sections of this report; possibilities are limited only by the imagination of the staff in each area school.

Figure J depicts the same information as Figure I. Figure J, however, provides a more graphic portrayal of the net gain or loss in enrollment.

The data from which Figures I and J were drawn are displayed in Table VII. It is possible to study growth (or loss) from one term to another by perusing this table. The reader will note for instance, as shown in the far right-hand column, that there was a 47.1% increase in the spring of 1973 over the spring of 1972. The winter of 1972-73 however, showed a 6.1% decrease from the fall of 1972 (shown in column headed "Change with Qtr. Immediately Preceeding").

Figure K compares full-time/part-time enrollment and male/female ratio by year for Area XI. (Discrepancies in data exist in official records and source documents of the Department of Public Instruction. However, in nearly all cases the discrepancies are not of sufficient magnitude to affect the meaning and interpretations of the data). It is obvious, and should surprise no one familiar with traditional Vocational/Technical curricula, that nearly all students in the Area XI Vocational Division are full-time students. One very encouraging trend, of recent origin, is a better balance of the sexes, in both divisions. In terms of recruitment, it is logical that a more even balance of males and females would attract more students of both sexes than does a serious imbalance. One of the most striking revelations provided by Figure K is the definite tendency for an increase in both full-time and part-time students in the Arts and Sciences.

It should be of interest to area school administrators to compare enrollment patterns at their school with the state as a whole.

Figures L, M., N, and O represent enrollment characteristics for the area school system in Iowa. Specifically, Figure L is addressed to the full-time/part-time enrollment in Career Education programs; Figure M deals with the full-time/part-time enrollment phenomenon in Arts and Sciences; Figure N depicts the male/female enrollment in Career Education; while Figure O shows the sex of students in Arts and Sciences.

The relatively large gap between the summer term enrollment and the other terms represents a substantial enrollment loss. Additional income gained from increasing summer enrollment, although countered by some additional expenses, does mean that institutional resources are distributed more evenly and efficiently. Administrators, secretaries, and custodial personnel are at work even when enrollment is down. The buildings are available, and there are no heating costs in the summer. It appears, therefore, that some means of raising enrollment for the summer quarter needs to be devised. Alternatives are suggested in the "Opening Doors" section of this report; possibilities are limited only by the imagination of the staff in each area school.

Figure J depicts the same information as Figure I. Figure J, however, provides a more graphic portrayal of the net gain or loss in enrollment.

The data from which Figures I and J were drawn are displayed in Table VII. It is possible to study growth (or loss) from one term to another by perusing this table. The reader will note for instance, as shown in the far right-hand column, that there was a 37.7% increase in the spring of 1973 over the spring of 1972. The winter of 1972-73 however, showed a 13.1% decrease from the fall of 1972. (shown in column headed "Change with Qtr. Immediately Preceeding").

Figure K compares full-time/part-time enrollment and male/female ratio by year for area XII. (Discrepancies in data exist in official records and source documents of the Department of Public Instruction. However, in nearly all cases the discrepancies are not of sufficient magnitude to affect the meaning and interpretations of the data). It is obvious, and should surprise no one familiar with the Western Iowa Tech curriculum, that all students in the Area XII Vocational School are full-time students. It would be helpful if there were a better balance of the sexes. In terms of recruitment, it is logical that a more even distribution of males and females would attract more students of both sexes than does a serious imbalance.

It should be of interest to area school administrators to compare enrollment patterns at their school with the state as a whole.

Figures L, M, N, and O represent enrollment characteristics for the area school system in Iowa. Specifically, Figure L is addresses to the full-time/part-time enrollment in Career Education programs; Figure M deals with the full-time/part-time enrollment phenomenon in Arts and Sciences; Figure N depicts the male/female enrollment in Career Education; while Figure O shows the sex of students in Arts and Sciences.

The relatively large gap between the summer term enrollment and the other terms represents a substantial enrollment loss. Additional income gained from increasing summer enrollment, although countered by some additional expenses, does mean that institutional resources are distributed more evenly and efficiently. Administrators, secretaries, and custodial personnel are at work even when enrollment is down. The buildings are available, and there are no heating costs in the summer. It appears, therefore, that some means of raising enrollment for the summer quarter needs to be devised. Alternatives are suggested in the "Opening Doors" section of this report; possibilities are limited only by the imagination of the staff in each area school.

Figure J depicts the same information as Figure I. Figure J, however, provides a more graphic portrayal of the net gain or loss in enrollment.

The data from which Figures I and J were drawn are displayed in Table VII. It is possible to study growth (or loss) from one term to another by perusing this table. The reader will note for instance, as shown in the far right-hand column, that there was a 27.8% increase in the Spring of 1972 over the Spring of 1971. The Fall of 1972 however, showed a 110.5% increase over the Summer of 1972 (shown in column headed "Change With Qtr. Immediately Preceeding").

Figure K compares full-time/part-time enrollment and male/female ratio by year for Area XIII. (Discrepancies in data exist in official records and source documents of the Department of Public Instruction. However, in nearly all cases the discrepancies are not of sufficient magnitude to affect the meaning and interpretations of the data). It is obvious, and should surprise no one familiar with Vocational Technical curricula, that nearly all students in the Area XIII Vocational Division are full-time students. One very encouraging trend, of recent origin, is a better balance of the sexes, especially in the Arts and Sciences Division at Iowa Western. In terms of recruitment, it is logical that a more even balance of males and females would attract more students of both sexes than does a serious imbalance.

It should be of interest to area school administrators to compare enrollment patterns at their school with the state as a whole.

Figure L, M, N, and O represent enrollment characteristics for the area school system in Iowa. Specifically, Figure L is addressed to the full-time/part-time enrollment in Career Education programs; Figure M deals with the full-time/part-time enrollment phenomenon in Arts and Sciences; Figure N depicts the male/female enrollment in Career Education; while Figure O shows the sex of students in Arts and Sciences.

The large gap between the summer term enrollment and the other terms represents a substantial enrollment loss. Additional income gained from increasing summer enrollment, although countered by some additional expenses, does mean that institutional resources are distributed more evenly and efficiently. Administrators, secretaries, and custodial personnel are at work even when enrollment is down. The buildings are available, and there are no heating costs in the summer. It appears, therefore, that some means of raising enrollment for the summer quarter needs to be devised. Alternatives are suggested in the "Opening Doors" section of this report; possibilities are limited only by the imagination of the staff in each area school.

Figure J depicts the same information as Figure I. Figure J, however, provides a more graphic portrayal of the net gain or loss in enrollment.

The data from which Figure I and J were drawn are displayed in Table VII. It is possible to study growth (or loss) from one term to another by perusing this table. The reader will note for instance, as shown in the far right-hand column, that there was a 15.4% drop in enrollment between the summer terms of 1971 and 1972. However, there was a 28.0% increase in the spring of 1973 over the spring of 1972. The fall of 1972, however, showed a 369.4% increase over the summer of 1972 (shown in column headed "Change with Qtr. Immediately Preceeding").

Figure K compares full-time/part-time enrollment and male/female ratio by year for Area XIV. (Discrepancies in data exist in official records and source documents of the Department of Public Instruction. However, in nearly all cases the discrepancies are not of sufficient magnitude to affect the meaning and interpretations of the data). It is obvious, and should surprise no one familiar with vocational-technical curricula that nearly all students in the Area XIV Vocational Division are full-time students. One very encouraging trend, of recent origin, is a better balance of the sexes. In terms of recruitment, it is logical that a more even balance of males and females would attract more students of both sexes than does a serious imbalance.

It should be of interest to Area School Administrators to compare enrollment patterns at their school with the state as a whole.

Figures L, M, N, and O represent enrollment characteristics for the area school system in Iowa. Specifically, Figure L is addressed to the full-time/part-time enrollment in Career Education programs; Figure M deals with the full-time/part-time enrollment phenomenon in Arts and Sciences; Figure N depicts the male/female enrollment in Career Education; while Figure O shows the sex of students in Arts and Sciences.

The relatively large gap between the summer term enrollment and the other terms represents a substantial enrollment loss. Additional income gained from increasing summer enrollment, although countered by some additional expenses, does mean that institutional resources are distributed more evenly and efficiently. Administrators, secretaries, and custodial personnel are at work even when enrollment is down. The buildings are available, and there are no heating costs in the summer. It appears, therefore, that some means of raising enrollment for the summer quarter needs to be devised. Alternatives are suggested in the "Opening Doors" section of this report; possibilities are limited only by the imagination of the staff in each area school.

Figure J depicts the same information as Figure I. Figure J, however, provides a more graphic portrayal of the net gain or loss in enrollment.

The data from which Figures I and J were drawn are displayed in Table VII. It is possible to study growth (or loss) from one term to another by perusing this table. The reader will note for intance, as shown in the far right-hand column, that there was a 12.1% drop in enrollment between the fall quarters of 1971 and 1972. However, there was a 6.8% increase in the spring quarter of 1973 over the spring quarter of 1972. The fall quarter of 1972, however, showed an 11.4% increase over the summer quarter of 1972. (Shown in column headed "Change with Qtr. Immediately Preceeding.")

Figure K compares full-time/part-time enrollment and male/female ratio by year for Area XV. (Discrepancies in data exist in official records and source documents of the Department of Public Instruction. However, in nearly all cases the discrepancies are not of sufficient magnitude to affect the meaning and interpretations of the data). It is obvious, and should surprise no one familiar with vocational technical curricula that nearly all students in the Area XV Vocational Division are full-time students. One very encouraging trend, of recent origin, is a better balance of the sexes, although there is still a substantial discrepancy, especially in the Arts and Sciences. In terms of recruitment, it is logical that a more even balance of males and females would attract more students of both sexes than does a serious imbalance.

It should be of interest to area school administrators to compare enrollment patterns at their school with the state as a whole.

Figures L, M, N, and O represent enrollment characteristics for the area school system in Iowa. Specifically, Figure L is addressed to the full-time/part-time enrollment in Career Education programs; Figure M deals with the full-time/part-time enrollment phenomenon in arts and sciences; Figure N depicts the male/female enrollment in Career Education; while Figure O shows the sex of students in arts and sciences.

The jump in enrollment that appeared to occur in 1972-73 was due to the combining of semester and quarter enrollments.

The relatively large gap between the summer term enrollment and the other terms represents a substantial enrollment loss. Additional income gained from increasing summer enrollment, although countered by some additional expenses, does mean that institutional resources are distributed more evenly and efficiently. Administrators, secretaries, and custodial personnel are at work even when enrollment is down. The buildings are available, and there are no heating costs in the summer. It appears, therefore, that some means of raising enrollment for the summer quarter needs to be devised. Alternatives are suggested in the "Opening Doors" section of this report; possibilities are limited only by the imagination of the staff in each area school.

Figure J depicts the same information as Figure I. Figure J, however, provides a more graphic portrayal of the net gain or loss in enrollment.

The data from which Figures I and J were drawn are displayed in Table VII. It is possible to study growth (or loss) from one term to another by perusing this table. The reader will note for instance, as shown in the far right-hand column, that there was a 11.0% drop in enrollment between the Fall quarter terms of 1969 and 1970. However, there was a 31.7% increase in the Fall of 1971 over the Fall of 1970. The Fall of 1972 however, showed a 325.5% increase over the Summer of 1972 (shown in column headed "Change with Qtr. Immediately Preceeding"). As mentioned above, the combination of semesters and quarters results in spurious data, and require careful interpretation.

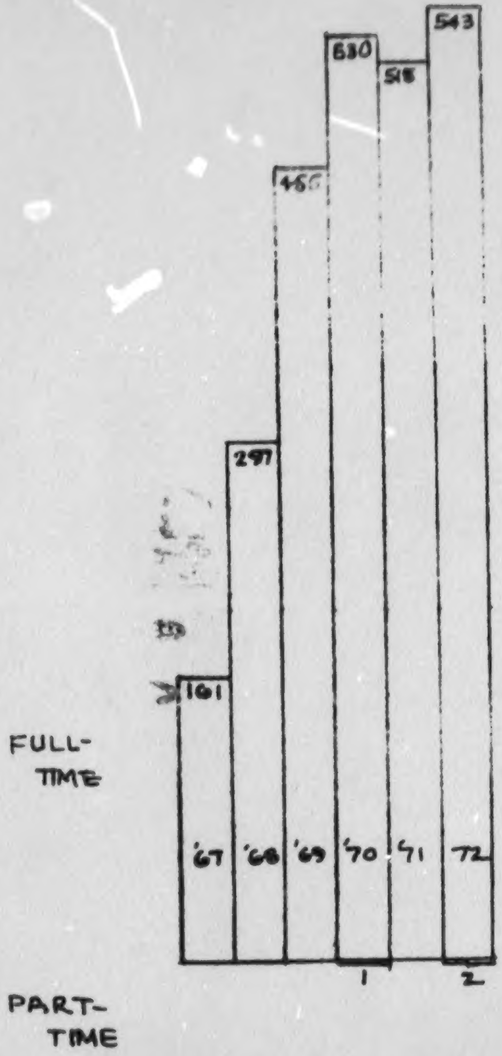
Figure K compares full-time/part-time enrollment and male/female ratio by year for Area XVI. (Discrepancies in data exist in official records and source documents of the Department of Public Instruction. However, in nearly all cases the discrepancies are not of sufficient magnitude to affect the meaning and interpretations of the data). It is obvious, and should surprise no one familiar with vocational-technical curricula, that more students in the Area XVI Vocational Division are full-time students. One very encouraging trend, of recent origin, is a better balance of the sexes. In terms of recruitment, it is logical that a more even balance of males and females would attract more students of both sexes than does a serious imbalance. It is also notable that there is an increase in the percentage of part-time students in arts and sciences.

It should be of interest to area school administrators to compare enrollment patterns at their school with the state as a whole.

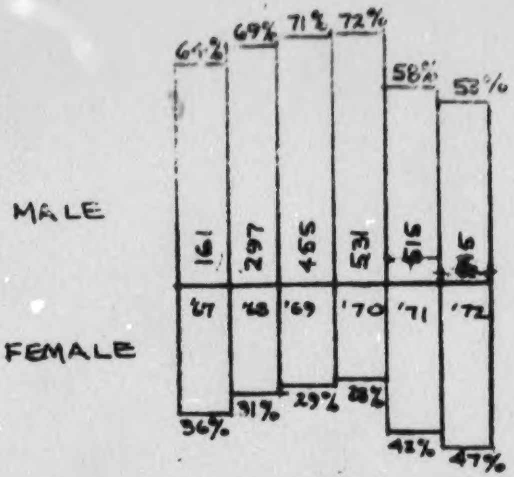
Figures L, M, N, and O represent enrollment characteristics for the area school system in Iowa. Specifically, Figure L is addressed to the full-time/part-time enrollment in Career Education programs; Figure M deals with the full-time/part-time enrollment phenomenon in Arts and Sciences; Figure N. depicts the male/female enrollment in Career Education; while Figure O shows the sex of students in Arts and Sciences.

FIGURE

AREA 1 ENROLLMENTS
1967-'72



DISTRIBUTION OF ENROLLMENTS
BY FULL TIME/PART TIME & YEAR



DISTRIBUTION OF ENROLLMENTS
BY SEX, PERCENT, & YEAR

FIGURE K

AREA 2 ENROLLMENT HISTORY
1965 - 1972

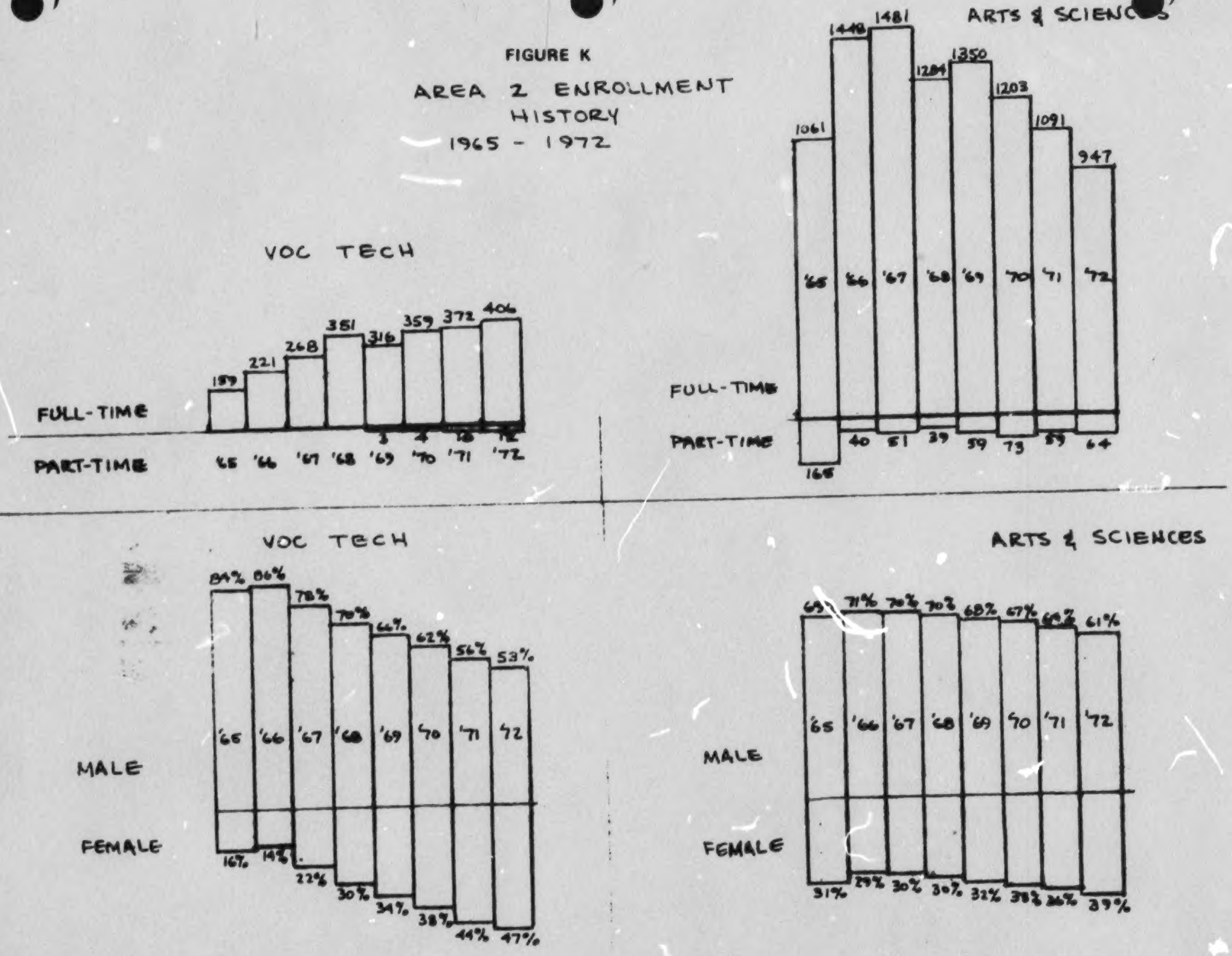
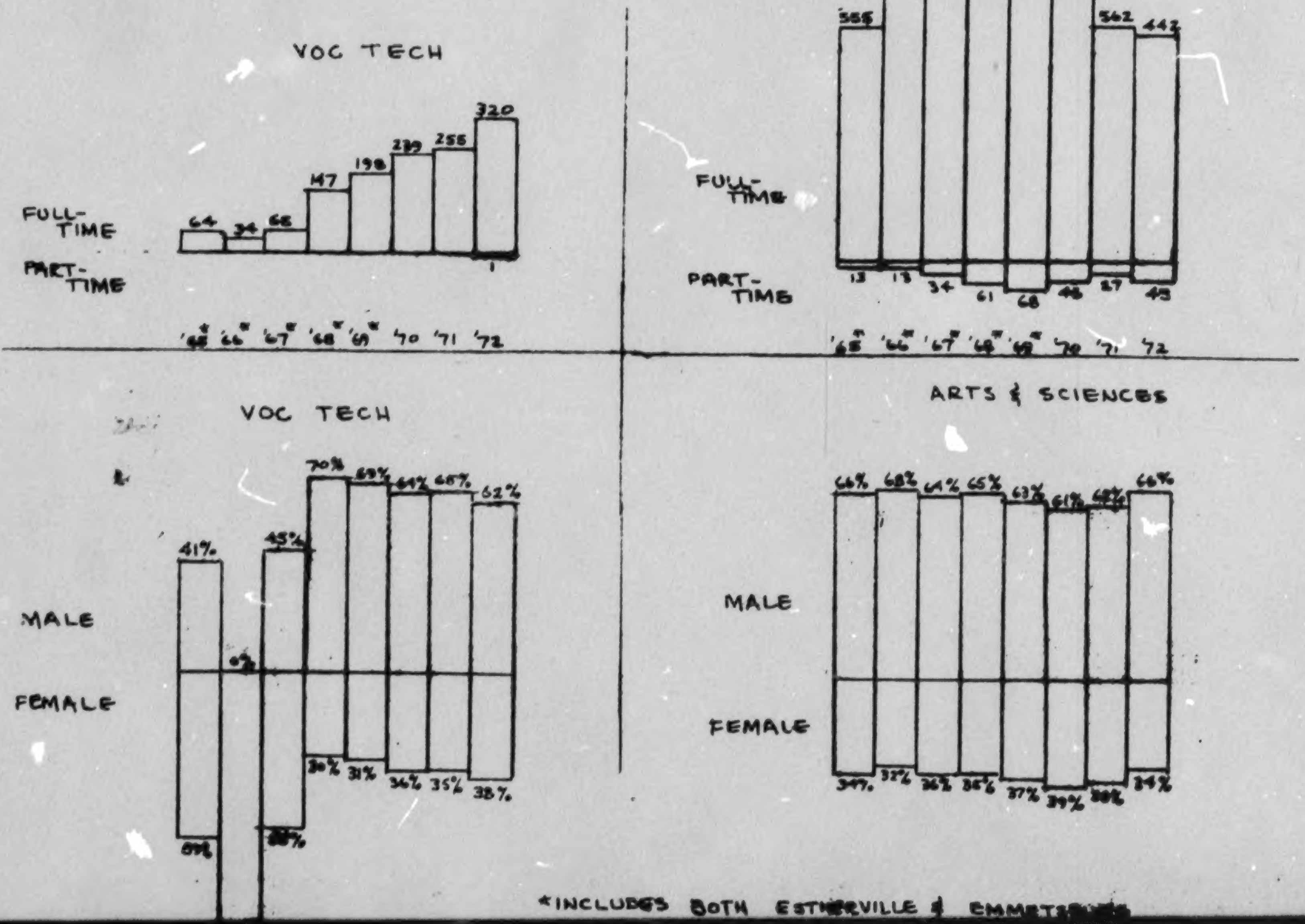


FIGURE K

AREA 3 ENROLLMENT HISTORY 1965 - 1972



*INCLUDES BOTH ESTHERVILLE & EMMETSBURG

FIGURE K

AREA 4 ENROLLMENT HISTORY
1966 - 1972

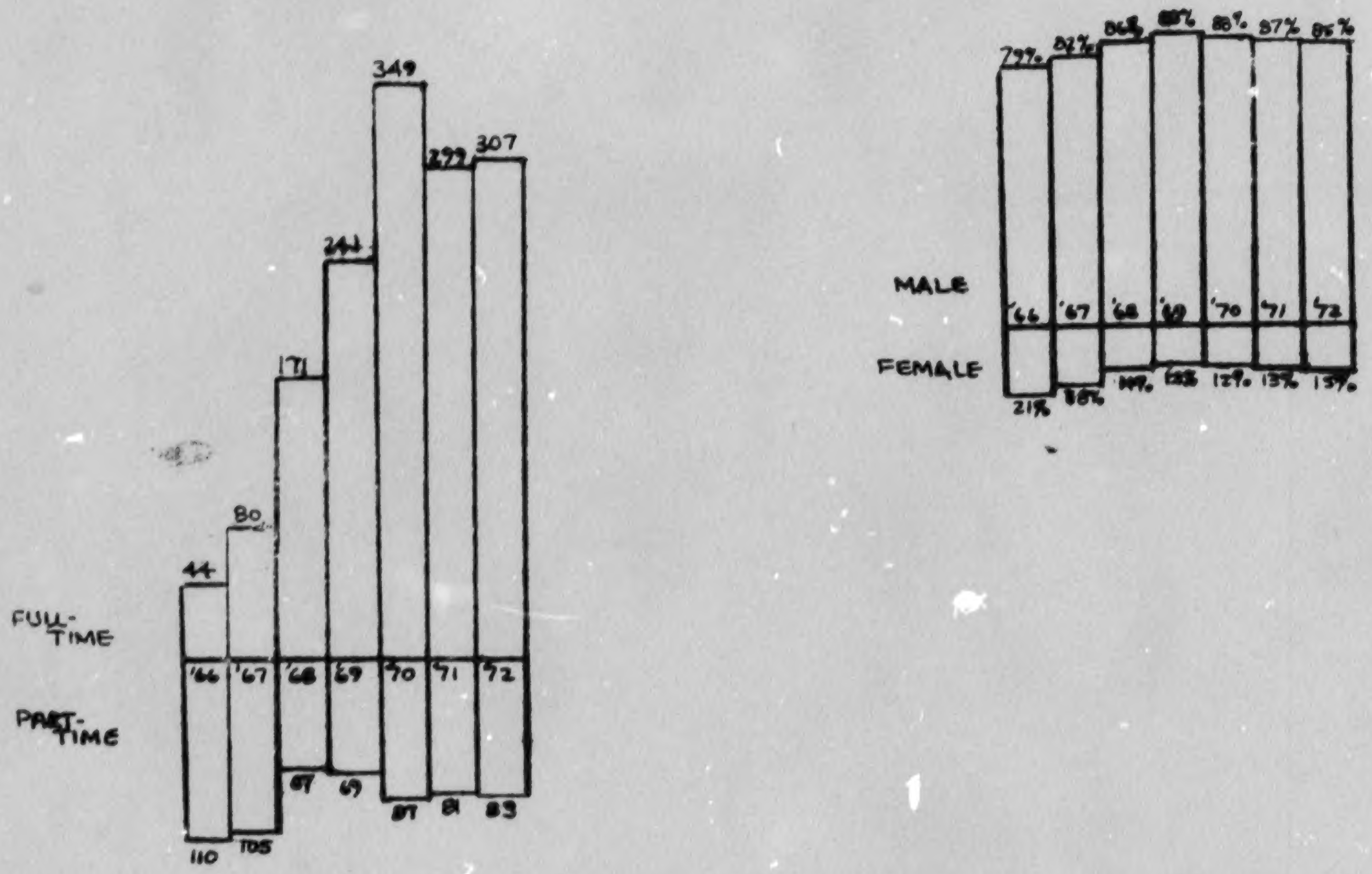


FIGURE K
AREA 5 ENROLLMENTS
1965 - 1972

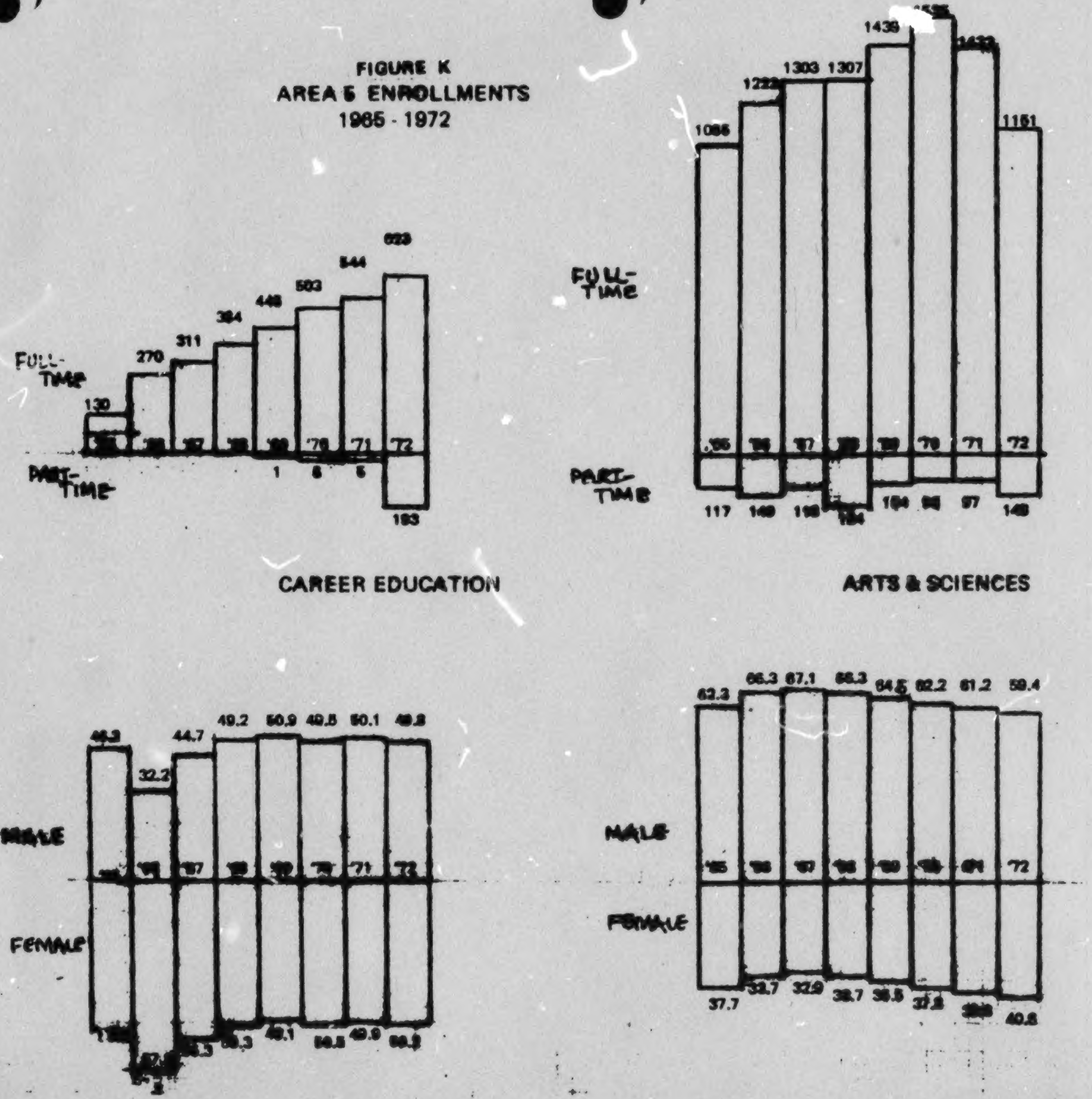


FIGURE K

AREA 6
ENROLLMENT
HISTORY
1965-1972

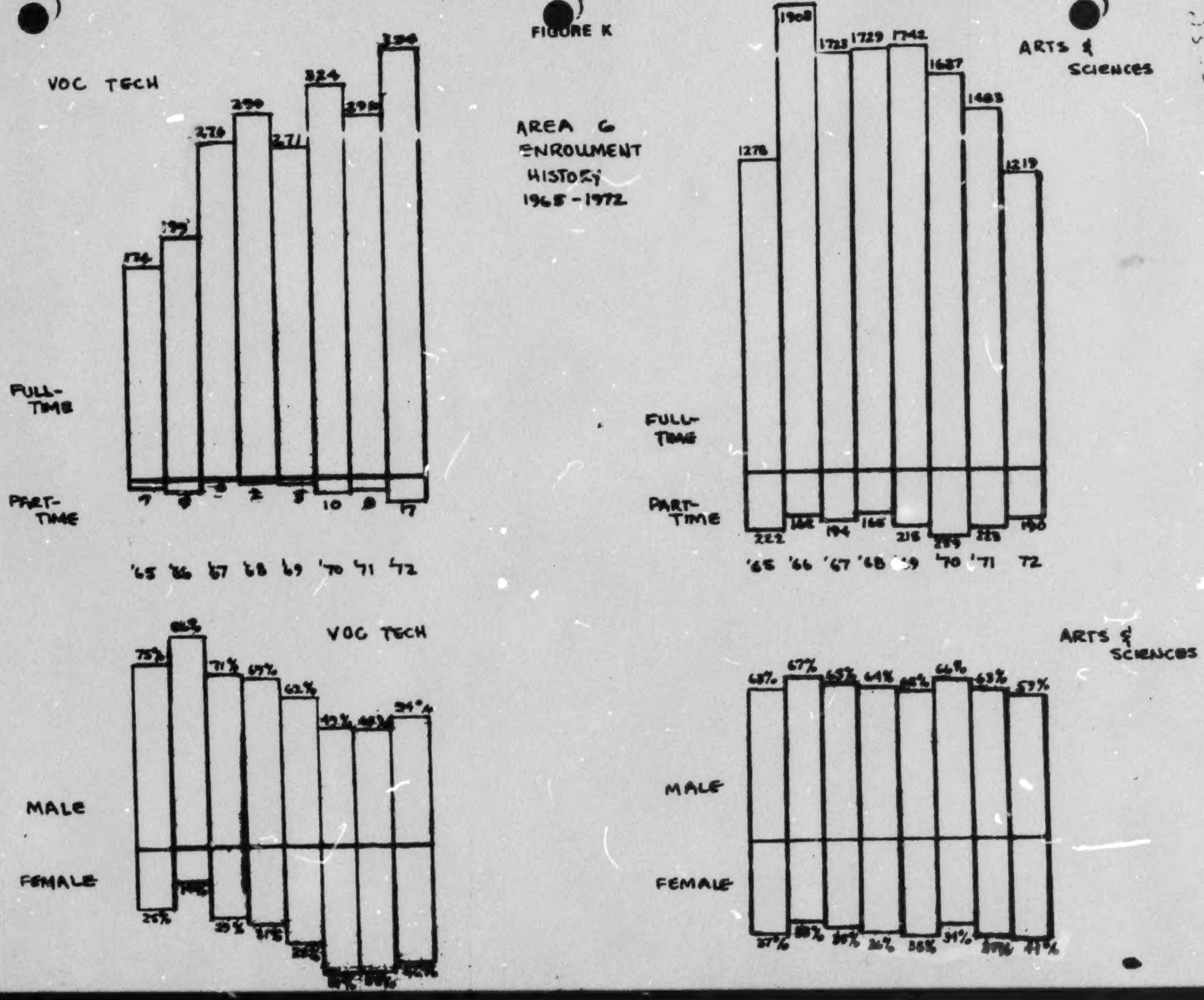


FIGURE K

AREA 7 ENROLLMENT HISTORY
1966 - 1972

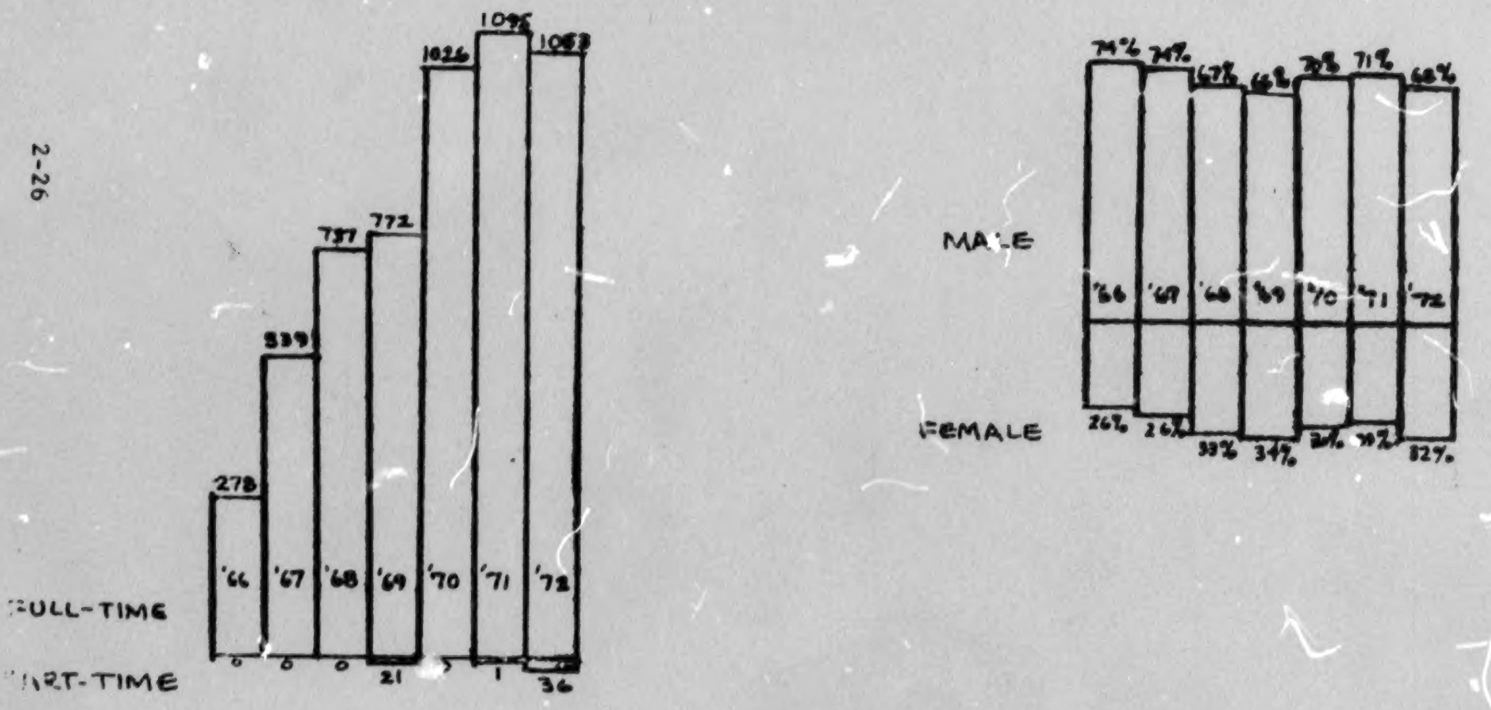
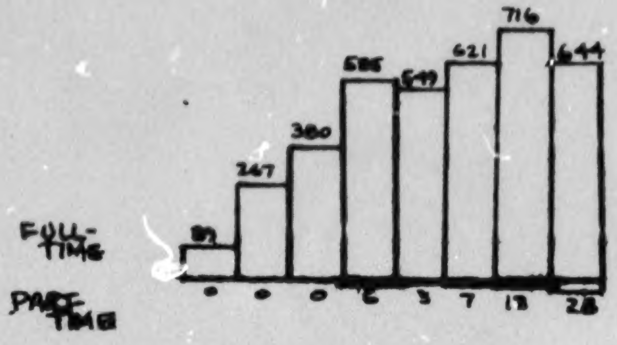
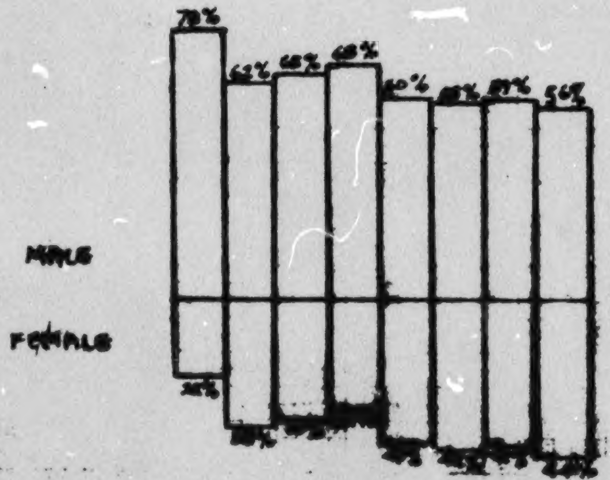


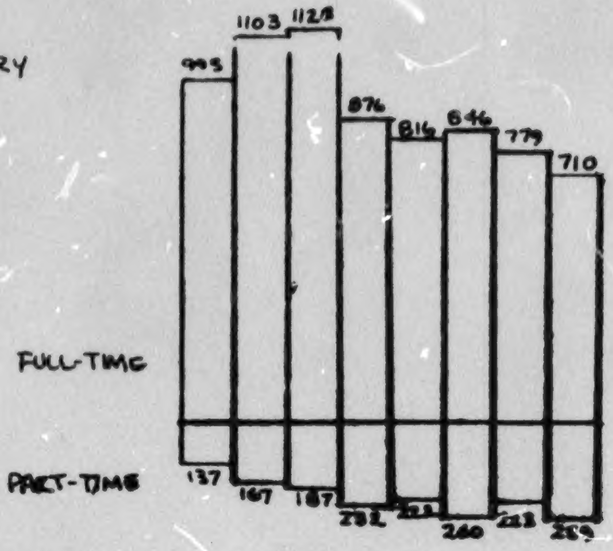
FIGURE K

AREA 9 ENROLLMENT HISTORY
1965 - 1972



VOC TECH





ARTS & SCIENCES

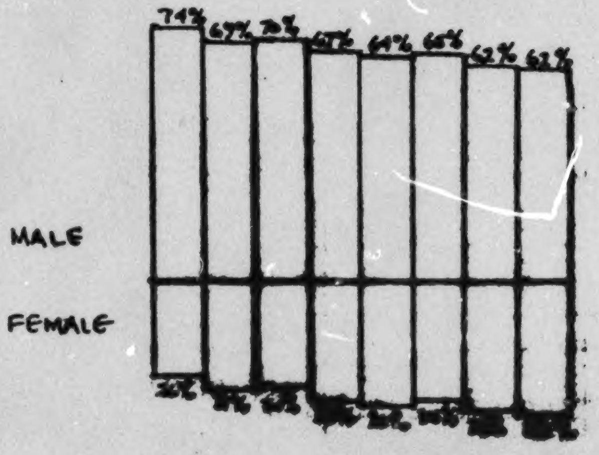
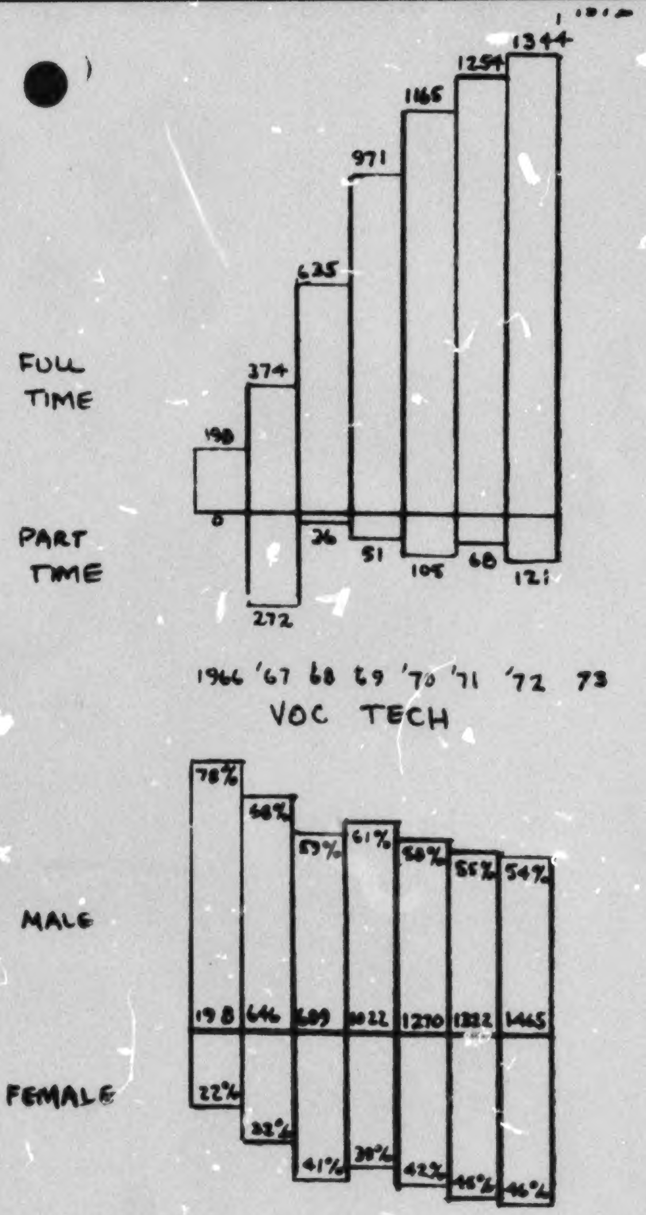


FIGURE K


1344
1254
1165
971
625
374
198
FULL TIME
PART TIME
0
272
26
51
105
68
121
1966 '67 68 69 '70 '71 '72 73
VOC TECH
78%
68%
59%
61%
58%
55%
54%
MALE
198
646
609
1022
1270
1322
1465
FEMALE
22%
32%
41%
39%
42%
45%
46%

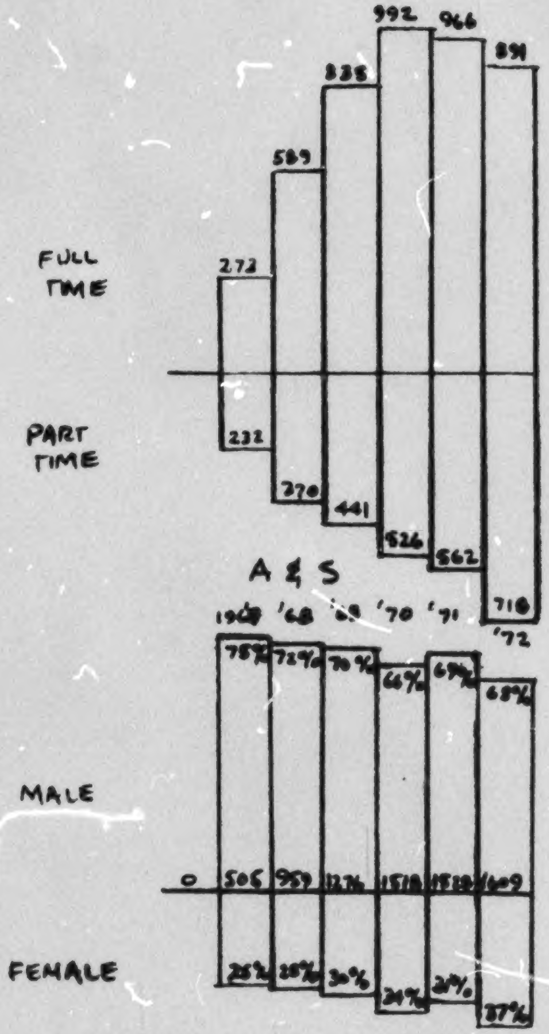

992
966
891
838
589
272
FULL TIME
PART TIME
232
370
441
526
562
718
A & S
1967 '68 '69 '70 '71 '72
75%
72%
70%
66%
69%
63%
MALE
0
505
959
1276
1518
1528
1609
FEMALE
25%
28%
30%
34%
31%
37%

FIGURE K
AREA II ENROLLMENT HISTORY
1965 - 1972

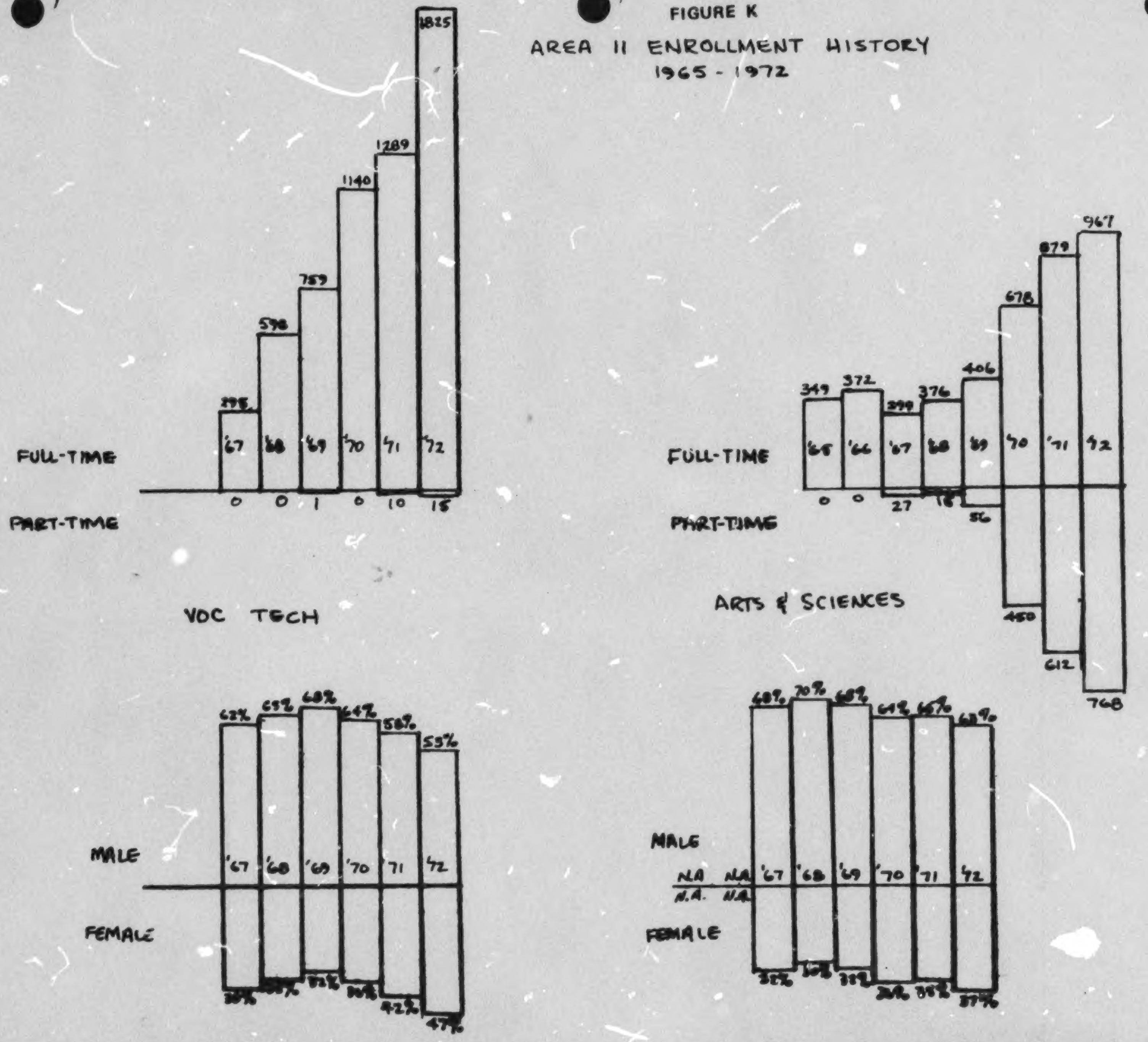


FIGURE K

AREA 12 ENROLLMENT HISTORY

1966 - 1972

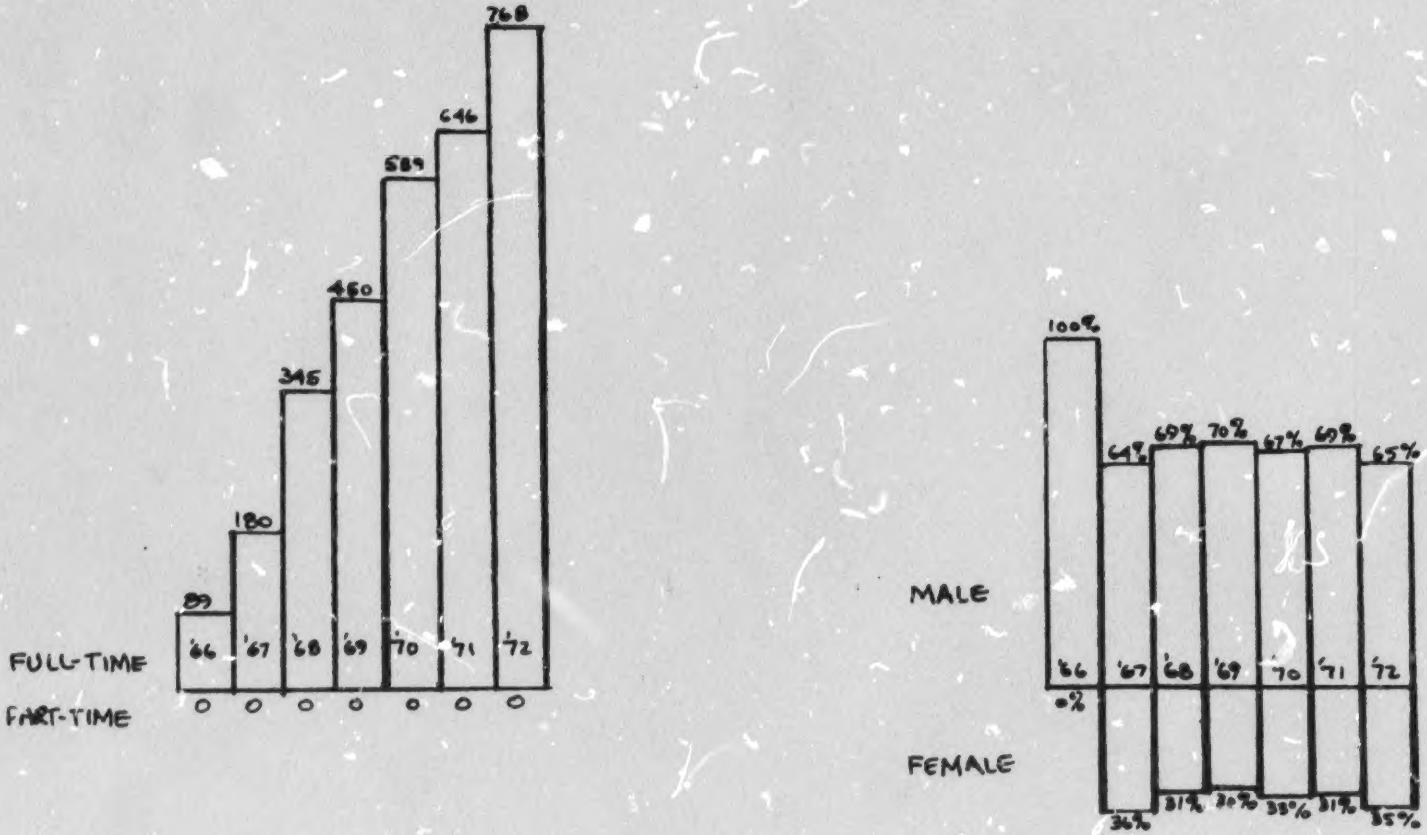
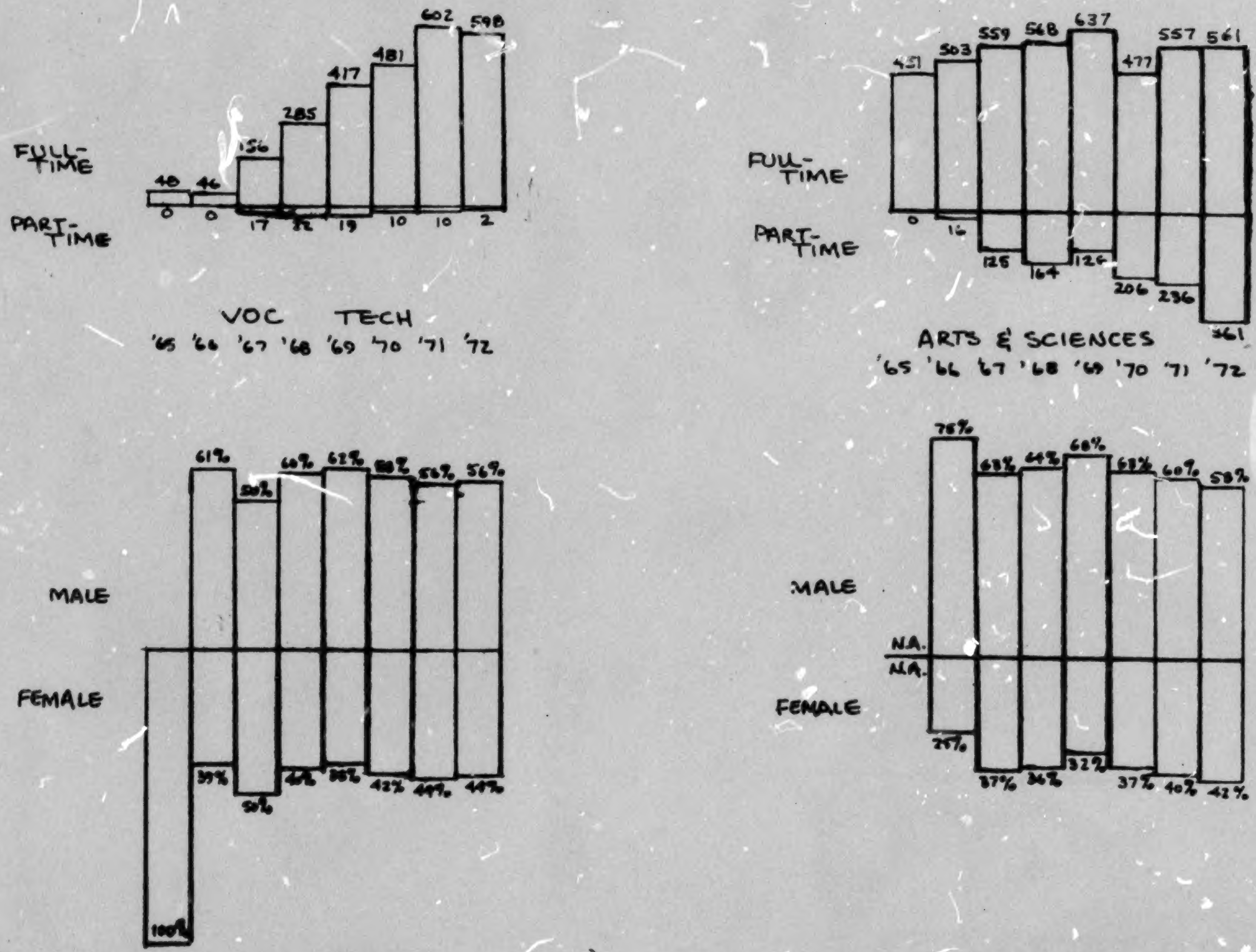


FIGURE K

AREA 13 ENROLLMENT HISTORY
1965 - 1972



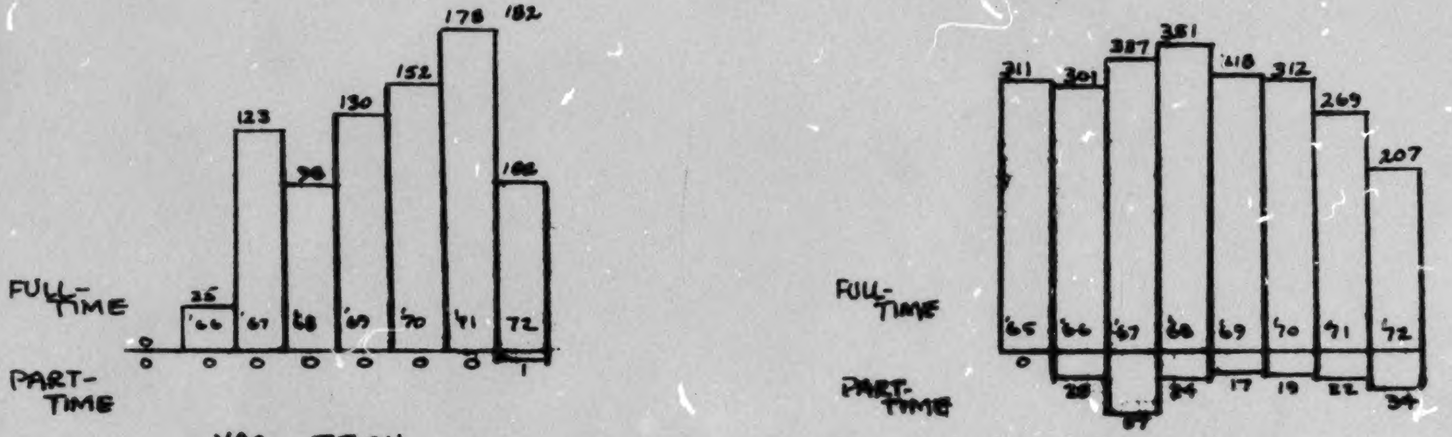
VOC TECH

ARTS & SCIENCES

FIGURE K

AREA 14 ENROLLMENT HISTORY

1965 - 1972



VOC TECH

ARTS & SCIENCES

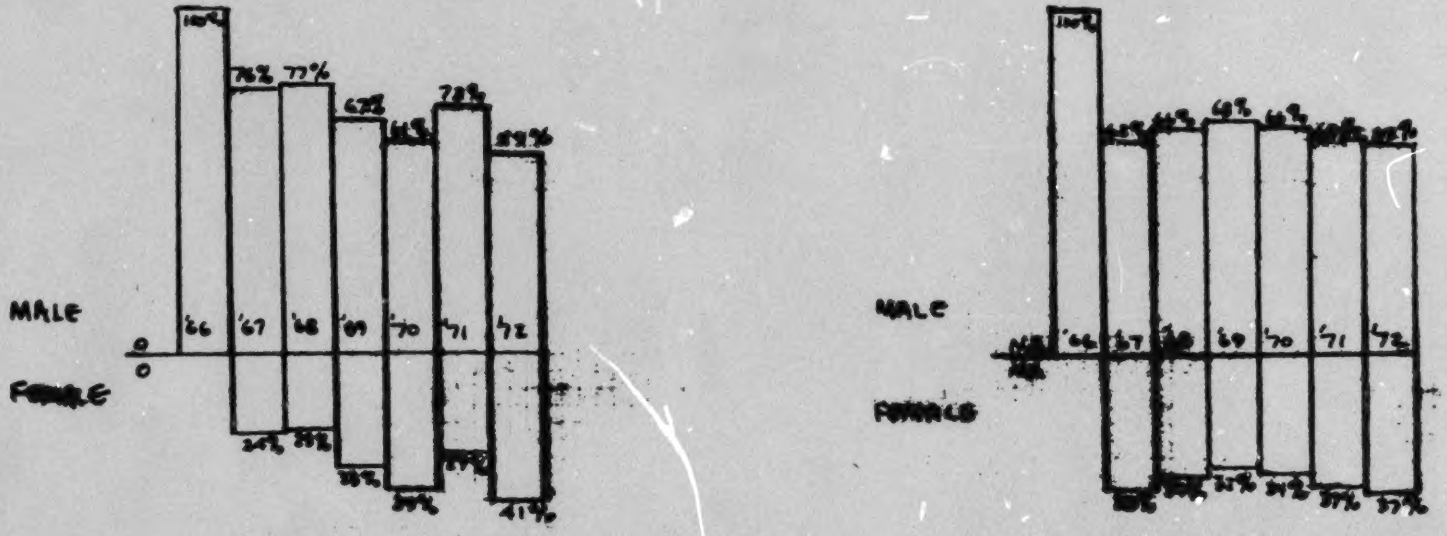
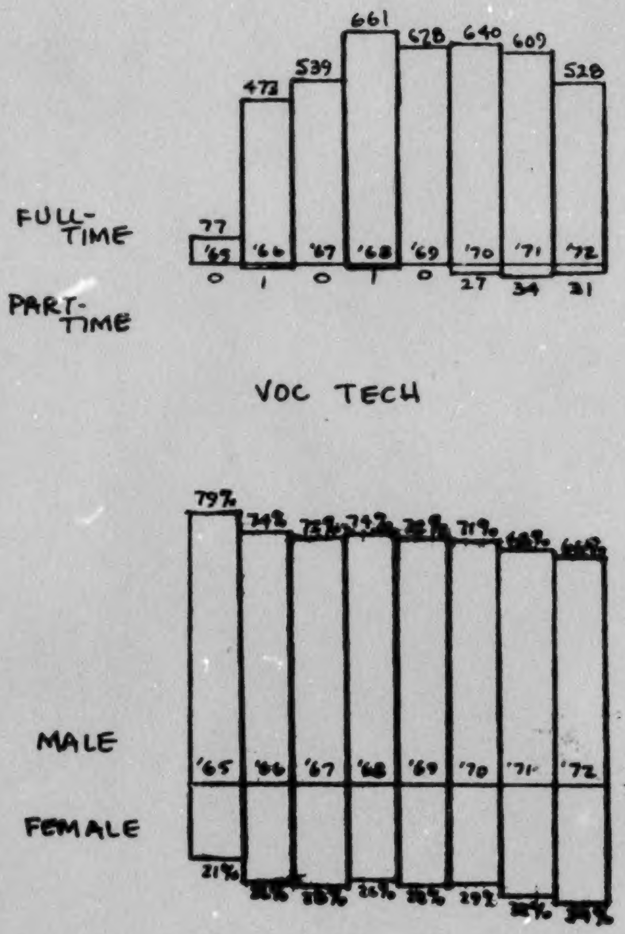
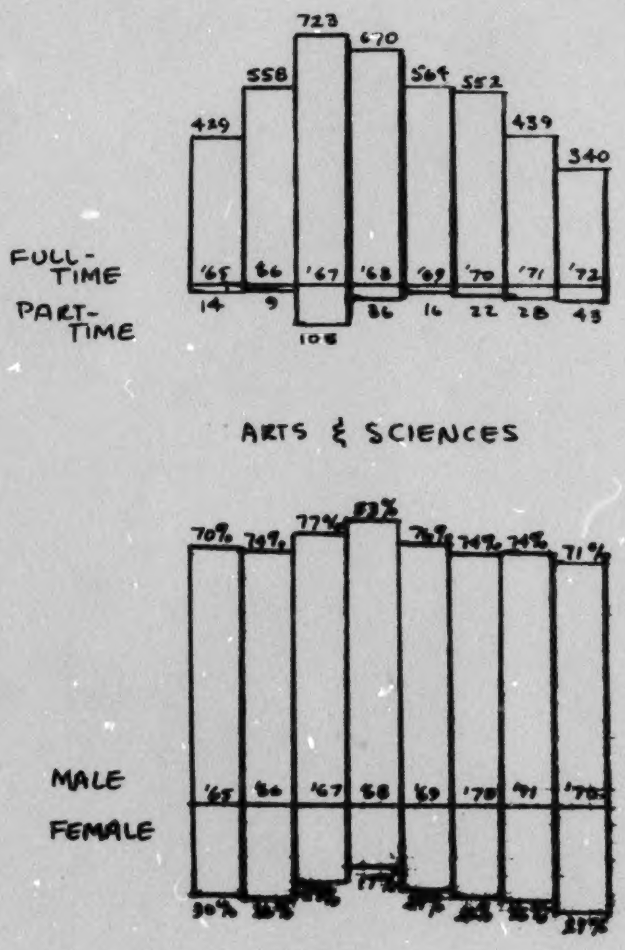


FIGURE K

AREA 15 ENROLLMENT HISTORY
1965 - 1972



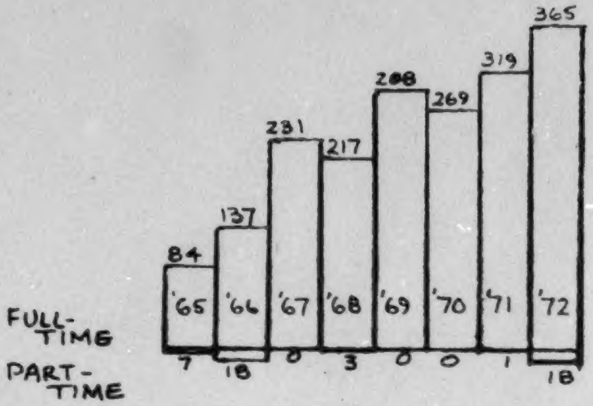
VOC TECH



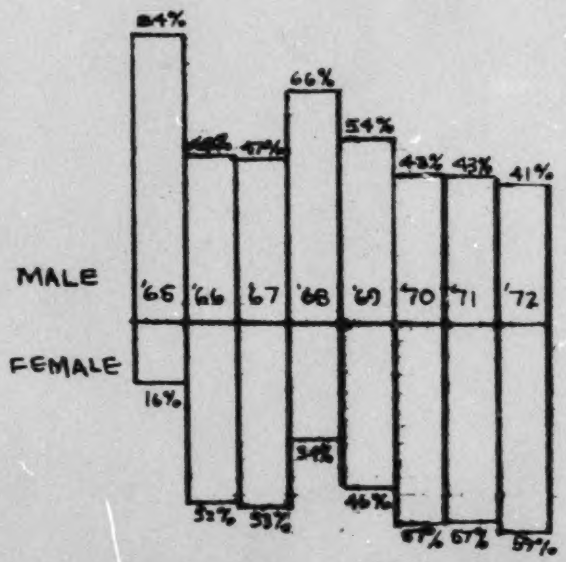
ARTS & SCIENCES

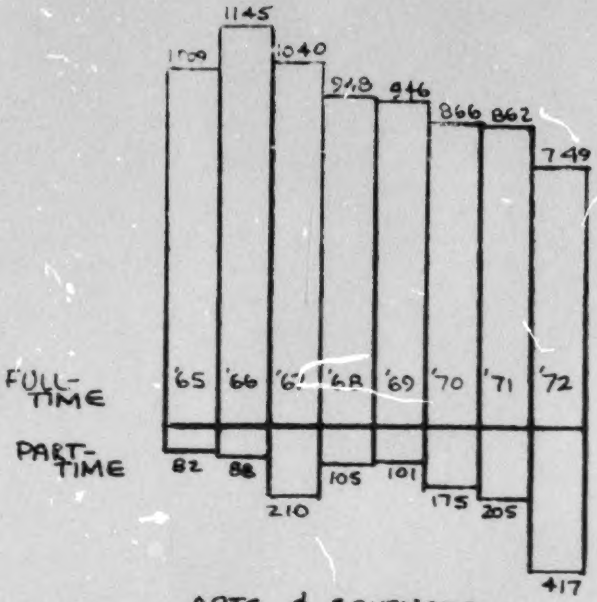
FIGURE K

AREA 16 ENROLLMENT HISTORY
1965 - 1972



VOC TECH





ARTS & SCIENCES

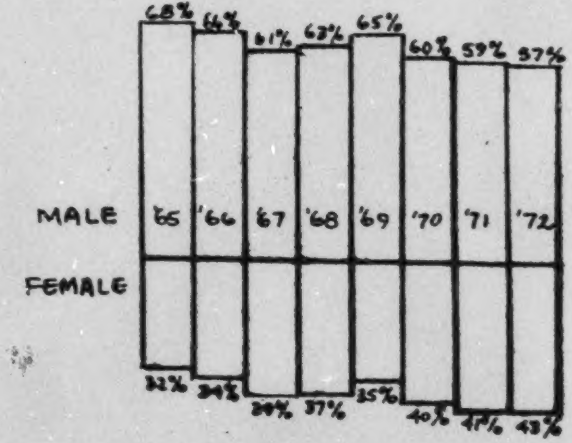
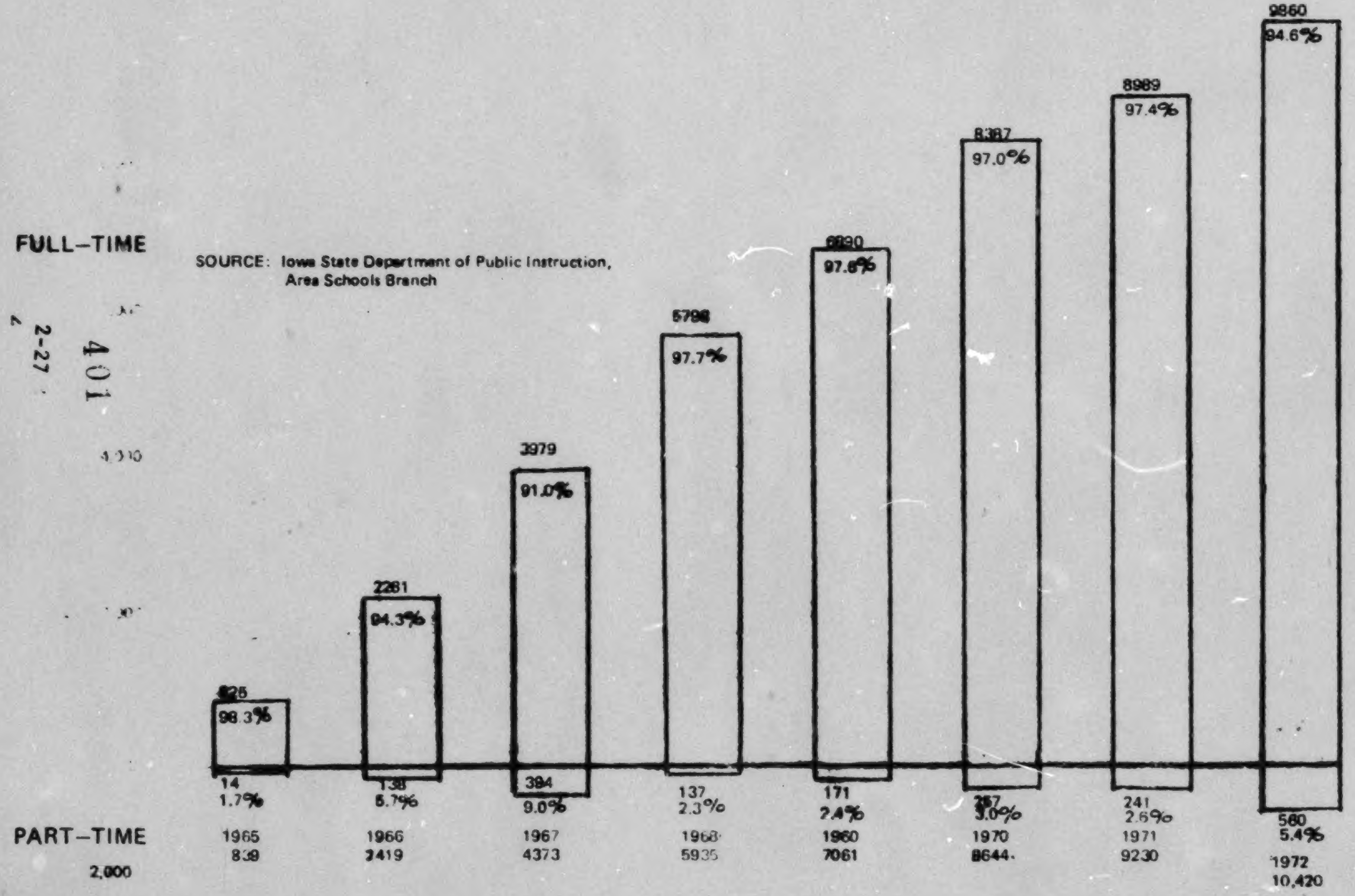


FIGURE L

AREA SCHOOL TOTALS

Career Education Enrollments

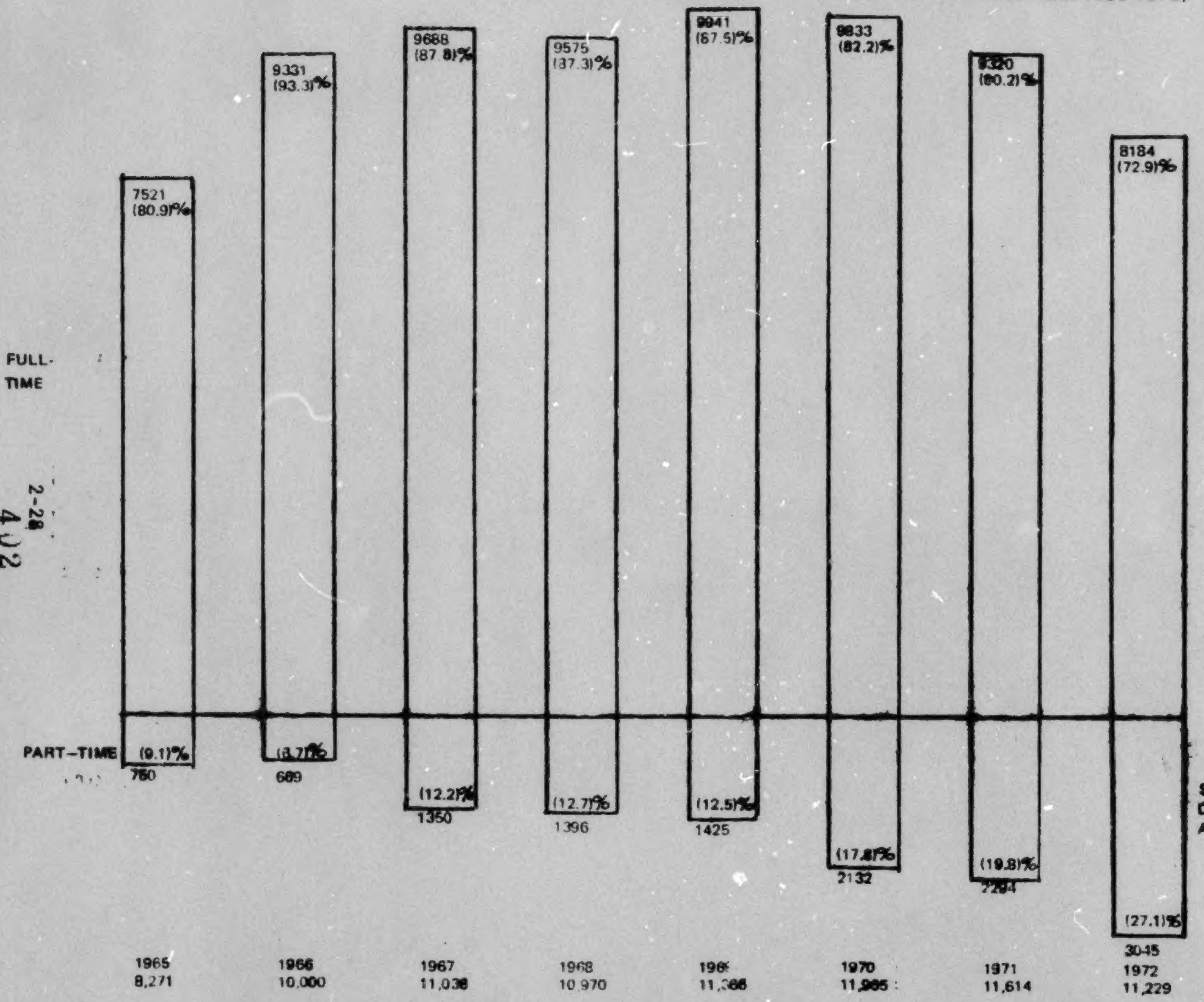
1965 - 1972



SOURCE: Iowa State Department of Public Instruction,
Area Schools Branch

FIGURE [illegible]

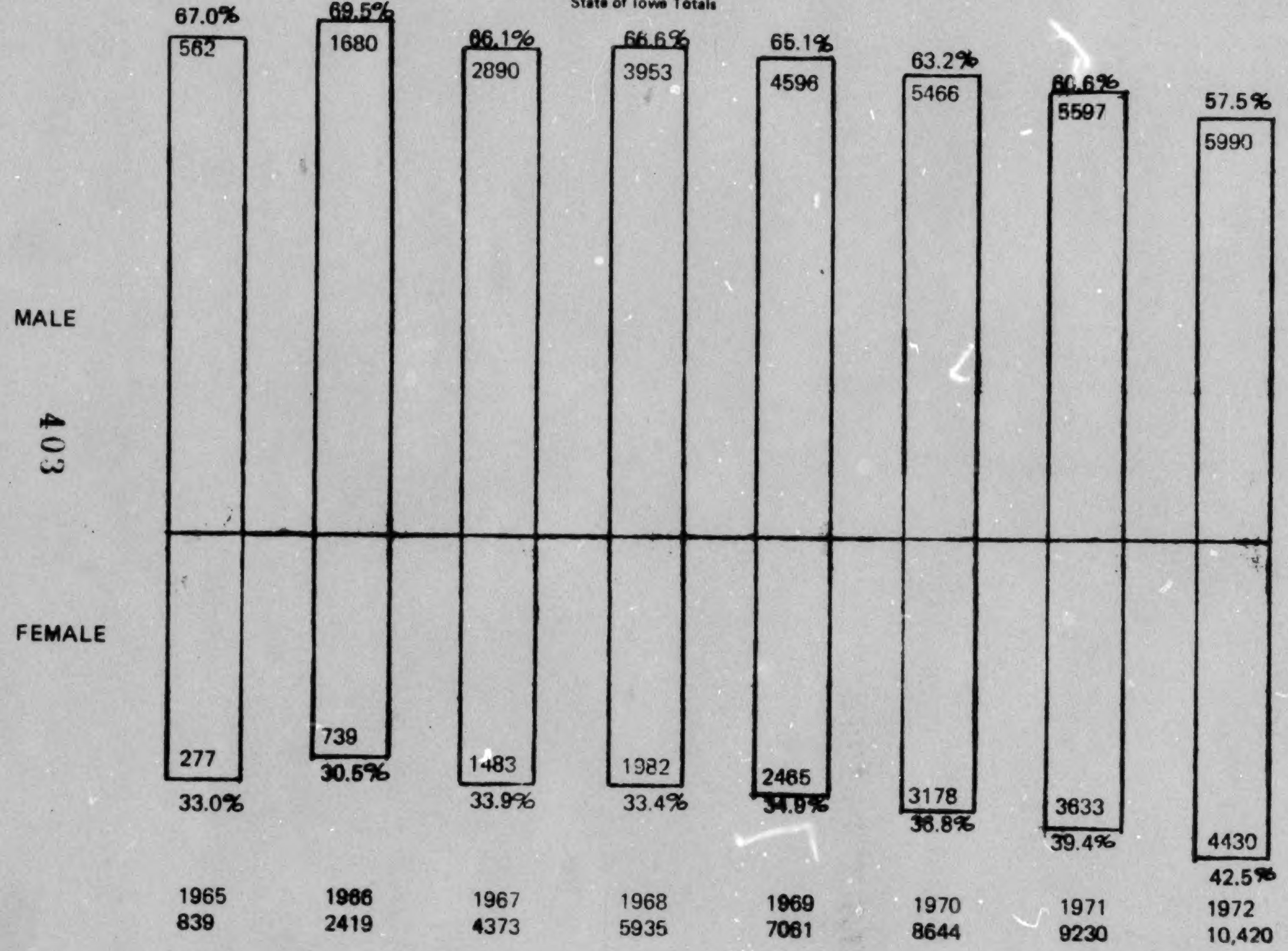
AREA SCHOOL TOTALS(Arts & Sciences Enrollment 1965-1972)



Source: Iowa State Dept. of Public Instruction, Area Schools Branch

FIGURE N

AREA SCHOOL TOTALS FOR
CAREER EDUCATION
MALE/FEMALE COMPARISON
1965 - 1972 Fall Term
State of Iowa Totals



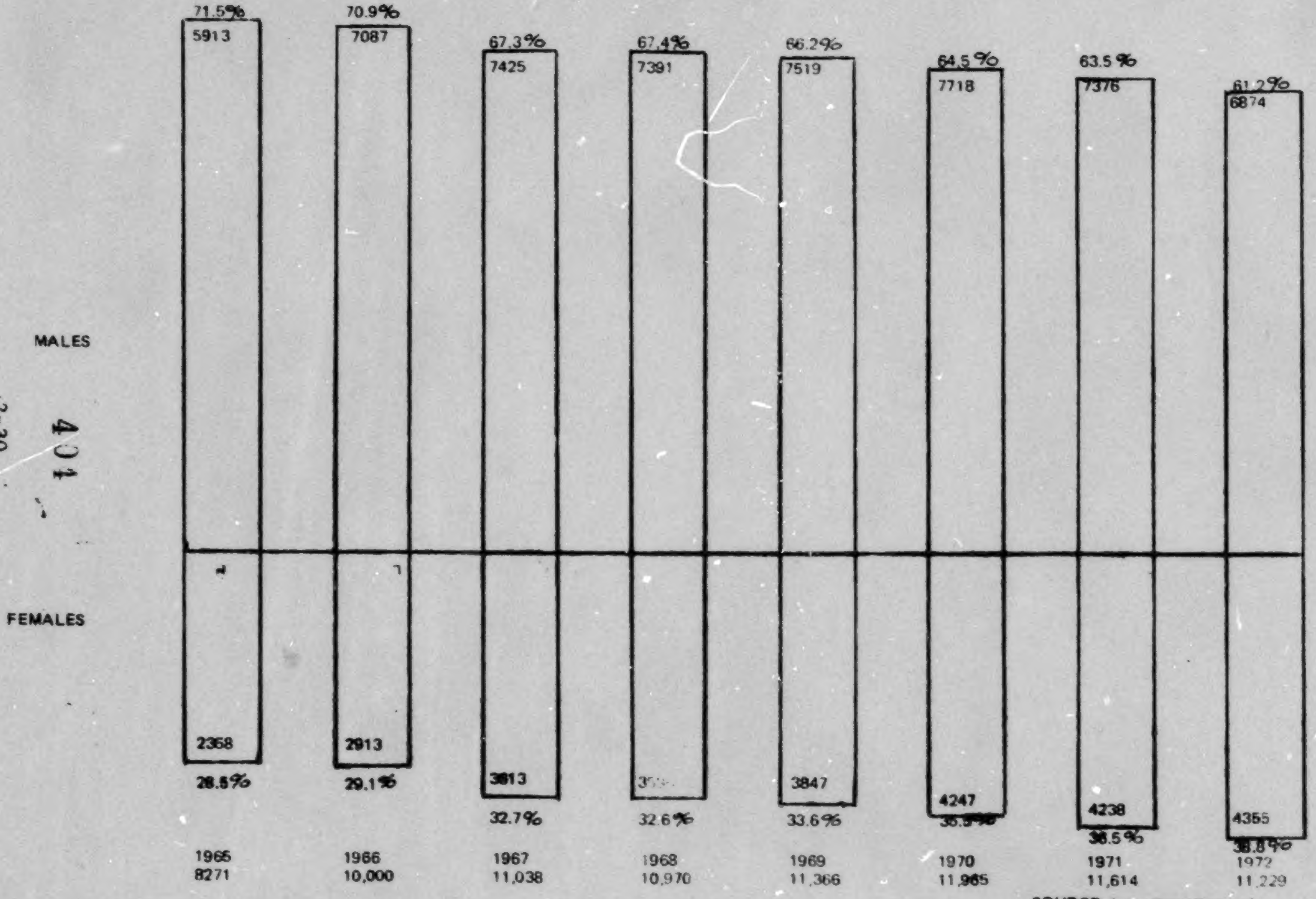
FIGURE

AREA SCHOOL [illegible]ALS FOR ARTS & SCIENCES ENROLLMENT

Male/Female Comparison

1965 - 1972 Fall Term

State of Iowa Totals



SOURCE: Iowa State Dept. of Public Instruction, Area Schools Branch.

The most striking disclosure in Figure L is the phenomenal enrollment increase in Career Education since a relatively small initial enrollment in 1965. With the advent of the area school system in 1966, enrollment increased from 839 to 2419, a growth of 1580, or 188%, in one year. The next year yielded an additional 1954 students, for an 81% increase. The 5935 Career Education students in 1968 represented a 36% increase over 1967. Although in the remaining years to 1972 the acceleration was slowed, there was still growth each year. There were increases of 10%, 22%, 7%, and 13% in the years 1969, 1970, 1971, and 1972 respectively. There was an increase of 1153% between 1965 and 1972, from 839 students to 10,420 students.

Another interesting finding is that part-time enrollment in Career Education, although tending to increase slightly, is still only a miniscule percentage of the total. There is little question that there are many persons in the state who might profit from an opportunity to enroll part-time in Career Education. However, since most career programs fill completely with students who wish to enroll full-time and/or limited by the nature of the curriculum to full-time students, not many students have an opportunity to enroll on a part-time basis.

The reader is directed to the fact that although there was an early tendency between 1965 and 1970 for a moderate growth in enrollment in Arts and Sciences, that trend has been, if not reversed, certainly arrested. Between 1970 and 1972 there was a reduction of over six per cent in Arts and Sciences enrollment.

However, perhaps more important is the marked reduction of full-time students in Arts and Sciences with a concomitant increase in part-time enrollees. In 1966, 93.3% of the Arts and Sciences students were enrolled full time. In 1972 that figure was reduced to 72.9%. In 1969 there were 9941 full-time students, but in 1972 that number was reduced to 8184, a drop of 17.7% in four years. Meanwhile, part-time enrollment went from 1425 in 1969 to 2045 in 1972, for an increase of 113.7% in the same four years.

Such a shift of enrollment from full-to part-time results in lower income from the same "headcounts". The reduction is felt both in tuition and in full-time equivalent enrollment (FTEE), both of which are important sources of revenue. This, however, is a definite trend. Garland Parker, in his annual report on college enrollment nationwide, reports that in 1972 part-time student enrollment increased in all types of institutions, but especially in two-year schools. In a speech made at the Iowa Advisory Council of the American College Testing Program, he stated that part-time enrollment increased 12.9% in the two year schools, while full-time enrollment in these schools rose only 0.2%.[2]

The area school administrator who does not capitalize on the trend to part-time enrollment probably finds that his school is suffering an enrollment drop, especially in Arts and Sciences. Special programming, counseling and curricula are important to attract the part-time student. It is also significant that a segment of the population who could or would not previously take advantage of higher education, is now enrolling. This new market is the mature, working student.

Figures N and O depict encouraging trends toward a male/female balance in both Career Education and Arts and Sciences. The ratio was slightly more favorable in Career Education with 42.5% females enrolled in Career Education, against 38.8% in the Arts and Sciences. Nonetheless, both divisions showed a positive trend toward affirmative action in this regard. This trend suggests that area schools should develop programs for women who are becoming aware of their potential, especially programs for housewives.

The data in this report point to a decline in the availability of traditional college-age youth in the mid and late 1970's. However, already in the early 1970's there was a declining enrollment of students on a statewide basis, in the Arts and Sciences, not only in area colleges but in private and public four-year colleges as well.

In an effort to explain this phenomenon of declining numbers of high school graduates who went into higher education, area school administrators cite the following factors:

1) Alternatives were available that did not exist previously, especially in Vocational-Technical education, and caused students to elect, in smaller numbers, the more traditional programs. In 1965 there were very few Vocational-Technical courses in public higher education. In the fall of 1972 there were more than 100 different programs from which high school graduates could choose. In addition, there was a wider societal acceptance of Vocational-Technical or Career Education.

2) Some male students enrolled in higher education previously because of the availability of a deferment from the military draft. With the elimination of the draft it no longer was a valid reason for enrolling.

3) Life styles of young people were different in 1972 than in 1969. Many wanted to delay any decision about post-high school plans for a year or two to reflect on their goals, to satisfy a wanderlust, and to determine their values--in short, "to find themselves." Furthermore, many students seemed to have a greater need for immediate gratification of desires; and since higher education offered little of intrinsic satisfaction, such students were "opting out". Students, furthermore, were rejecting the middle class "American Dream", and in some cases, because their parents were encouraging higher education, students rebelled against the idea.

4) The economic picture in certain areas of Iowa in 1972 was such that students who wanted jobs could find them . . . and many paid very well. Therefore, there was no immediate need to go on to higher education for job preparation.

5) The volunteer military, with higher pay and other benefits, drew numbers of students who might otherwise have enrolled in higher education institutions.

6) Many students believed that persons with bachelor's degrees could not find jobs. The oversupply of teachers, especially, lent credence to the fear that a bachelor's degree no longer carried with it a guarantee of employment.

7) Financial reasons were very important in students' decisions not to attend college. First, college tuition kept rising; second, inflation made it more difficult for parents to provide substantial financial support; and third, the federal government's slow action on financial aids caused students to "give up" on receipt of financial assistance and seek other alternatives.

8) The private colleges of Iowa, long interested only in superior Iowa high school graduates, found their traditional sources of students in other states no longer as fruitful. Consequently, such schools commenced:

    a) actively recruiting all Iowa high school seniors, with an expertise and staff in recruiting that was not common in area schools.

    b) becoming more like community colleges by incorporating two year degrees, Career Education programs, and open admissions.

The creation of the Iowa Tuition Grant Program has had, according to many area school personnel, a singular effect on enrollments at the area schools, especially in Arts and Sciences. The prospect of a $1,000 scholarship at a private college is a powerful recruitment tool; one that area college personnel find difficult to deal with.

Garland Parker, at a speech given before the Iowa Advisory Council of A.C.T. in April, 1973, stated several reasons for the drop in freshman enrollment on a national level. Among them were:

1) There is less credibility and respect for higher education. Student activism, the tragedy of Kent State, etc., have frightened persons away from higher education. The enrollment drop is simply a reaction to violence which lagged behind the events by 2-3 years.

2) Too many persons oversold the idea of collegiate training--in effect, an academic "overkill" has resulted.

3) Students are, in large numbers, "stopping-out" to "find themselves".

4) Late federal decisions on financial aids are causing students to delay enrolling.[3]

D. Population/Census Data and Trends

Area school boundaries are established by the boundaries of their constituent elementary/secondary school districts. The school districts that comprise Area I consume substantial portions of the following counties: Allamakee, Chickasaw, Clayton, Delaware, Dubuque, Fayette, Howard, and Winneshiek. Although these counties are not completely within the boundaries of the area, and although there are small parts of other counties; i. e., Linn, Jones, Jackson, Buchanan, etc.; which are within Area I, the present study assumes that the eight counties named above comprise Area I. Since the school district boundary limits are real only for tax purposes, and because many students cross such boundary lines when enrolling in higher education, there is further reason to consider them arbitrary and of little consequence in this report.

At the time of the preparation of this report the census tapes, fourth count, by school district, were not available. More accurate definition and population description of the merged area will be possible when these tapes become available.

In 1960 there were 214,475 persons in the eight counties of Area I. In 1970 there were 220,020 persons, for a new population increase of 2.6%. The State of Iowa experienced a 2.4% increase in the same decade.

When the population of various age categories is studied in detail some rather startling facts are revealed. In 1960 there were 5263 children under one year of age in Area I, but in 1970 that same age category contained only 3834 persons. This was a decline of 1429 persons, or a loss of 27.2% from 1960 to 1970. At age one there were 5340 persons in Area I in 1960, but only 3790 in 1970, a loss of 29.0%. The reader's attention is directed to Table VIII for further information on age group population comparisons.

In Table VIII the "horizontal" columns display the difference between the 1960 and 1970 census counts in each of the age categories. The "horizontal" change is simply a comparison of the same age group category for the two different years, and points out the fact that in some age groups in 1970 there was a higher number and in others a lesser number of persons that in 1960. There were, for instance, in the fifteen year old category, 1204 more persons in 1970 than in 1960. This represents a 35.3% increase over 1960. However, in the age group under five years, there are 5969 fewer residents in 1970 than there were in 1960, yielding a 22.9% loss.

The "diagonal" change, on the other hand, assumes the same population cohort that existed in 1960 would exist in the same numbers in 1970. By simply adding ten years to each age group, it is possible to determine if that assumption is valid. There were, for instance, 47 fewer ten year olds in 1970 than there were in the age group "under one year" in 1960, for a loss of 0.9%. There was then, a net loss of less than one percent of the persons in that age group cohort, over a 10-year period. However, there were 994 fewer twenty year olds in 1970 than ten year olds in 1960, a net loss of 22.7% for that cohort. A study of this table reveals that there was a loss of persons during their late teens in Area I.

The five year age groups at the bottom half of this table reveal that this net loss of persons continued at a substantial rate at least until

D. Population/Census Data and Trends

Area school boundaries are established by the boundaries of their constituent elementary/secondary school districts. The school districts that comprise Area II consume substantial portions of the following counties; Cerro Gordo, Floyd, Franklin, Hancock, Mitchell, Winnebago, and Worth. Although these counties are not completely within the boundaries of the area, and although there are small parts of other counties; i.e., Wright, Butler, Kossuth, etc., which are within Area II, the present study assumes that the seven counties named above comprise Area II. Since the school district boundary limits are real only for tax purposes, and because many students cross such boundary lines when enrolling in higher education, there is further reason to consider them arbitrary and of little consequence in this report.

At the time of the preparation of this report the census tapes, fourth count, by school districts, were not available. More accurate definition and population description or the merged area will be possible when these tapes become available.

In 1960 there were 138,473 persons in the seven counties of Area II. In 1970 there were 130,743 persons, for a 7730 population decrease of 5.6%. The State of Iowa experienced a 2.4% increase in the same decade.

When the population of various age categories is studied in detail some rather startling facts are revealed. In 1960 there were 3002 children under one year of age in Area II, but in 1970 that same age category contained only 1867 persons. This was a decline of 1135 persons, or a loss of 37.8% from 1960 to 1970. At age one there were 2980 persons in Area II in 1960, but only 1917 in 1970, a loss of 35.7%. The reader's attention is directed to Table VIII for further information on age group population comparisons.

In Table VIII the "horizontal" columns display the difference between the 1960 and 1970 census counts in each of the age categories. The "horizontal" change is simply a comparison of the same age group category for the two different years, and points out the fact that in some age groups in 1970 there was a higher number and in others a lesser number of persons than in 1960. There were, for instance, in the fourteen year old category, 670 more persons in 1970 than in 1960. This represents a 30.8% increase over 1960. However, in the age group under 5 years there were 5284 fewer residents in 1970 than there were in 1960, yielding a 35.4% loss.

The diagonal change, on the other hand, assumes the same population cohort that existed in 1960 would exist in the same numbers in 1970. By simply adding ten years to each age group, it is possible to determine if that assumpton is valid. There were, for instance, 232 fewer ten year olds in 1970 than there were in the age group under one year in 1960, for a loss of 7.7%. There was then, a net loss of nearly eight percent of the persons in that age group cohort, over a 10-year period. However, there were 812 fewer nineteen year olds in 1970 than nine year olds in 1960, a net loss of 28.2% for that cohort. A study of this table reveals that there was a loss of persons in all age categories in Area II from 1960 to 1970.

The five-year age groups at the bottom half of this table reveal that this loss of persons continued at a substantial rate at least until age 40.

D. Population/Census Data and Trends

Area School boundaries are established by the boundaries of their constituent elementary/secondary school districts. The school districts that comprise Area III consume substantial portions of the following counties: Clay, Dickinson, Emmet, Kossuth, and Palo Alto.

Although these counties are not completely within the boundaries of the area, and although there are small parts of other counties; i.e., Buena Vista, Osceola, Humboldt, etc. which are within Area III, the present study assumes that the five counties named above comprise Area III. Since the school district boundary limits are real only for tax purposes, and because many students cross such boundary lines when enrolling in higher education, there is further reason to consider them arbitrary and of little consequence in this report.

At the time of the preparation of this report the census tapes, fourth count, by school districts, were not available. More accurate definition and population description of the merged area will be possible when these tapes become available.

In 1960 there were 85,999 persons in the five counties of Area III. In 1970 there were 81,264 persons for a 4,735 population decrease of 5.5%. The State of Iowa experienced a 2.4% increase in the same decade.

When the population of various age categories is studied in detail some rather startling facts are revealed. In 1960 there were 1900 children under one year of age in Area III, but in 1970 that same age category contained only 1216 persons. This was a decline of 684 persons, or a loss of 36.0% from 1960 to 1970. At age one there were 1943 persons in Area III in 1960, but only 1187 in 1970, a loss of 38.0%. The reader's attention is directed to Table VIII for further information on age group population comparisons.

In Table VIII the "horizontal" columns display the difference between the 1960 and 1970 census counts in each of the age categories. The "horizontal" change is simply a comparison of the same age group category for the two different years, and points out the fact that in some age groups in 1970 there was a higher number and in others a lesser number of persons than in 1960. There were, for instance, in the fourteen year old category, 402 more persons in 1970 than in 1960. This represents a 28.9% increase over 1960. However, in the 5 year age group, there were 552 fewer residents in 1970 than there were in 1960, yielding a 27.4% loss.

The "Diagonal" change, on the other hand, assumes the same population cohort that existed in 1960 would exist in the same numbers in 1970. By simply adding ten years to each age group, it is possible to determine if that assumption is valid. There were, for instance, 144 fewer 10 year olds in 1970, than there were in the age group under one year in 1960, for a loss of 7.6%. There was then, a net loss of nearly eight percent of the persons in that age group cohort, over a 10 year period. However, there were 439 fewer 18 year olds in 1970 than 8 year olds in 1960, a net loss of 21.3% for that cohort. A study of this table reveals that there was a loss of persons in all age groups under 20 in Area III.

The five-year age groups at the bottom half of this table reveal that this loss of persons continued at a substantial rate at least until

D. Population/Census Data and Trends

Area school boundaries are established by the boundaries of their constituent elementary/secondary school districts. The school districts that comprise Area IV consumes substantial portions of the following counties: Cherokee, Lyon, O'Brien, Osceola, and Sioux. Although these counties are not completely within the boundaries of the area, the present study assumes that the five counties named above comprise Area IV. Since the school district boundary limits are real only for tax purposes, and because many students cross such boundary lines when enrolling in higher education, there is further reason to consider them arbitrary and of little consequent in this report.

At the time of the preparation of this report the census tapes, fourth county, by school districts, were not available. More accurate definition and population description of the merged area will be possible when these tapes become available.

In 1960 there were 88,345 persons in the five counties of Area IV. In 1970 there were 84,682 persons, for a 3663 population decrease of 4.1%. The State of Iowa experienced a 2.4% increase in the same decade.

When the population of various age categories is studied in detail some rather startling facts are revealed. In 1960 there were 2049 children under one year of age in Area IV, but in 1970 that same age category contained only 1400 persons. This was a decline of 649 persons, or a loss of 31.7% from 1960 to 1970. At age one there were 2008 persons in Area IV in 1960, but only 1331 in 1970, a loss of 33.7%. The reader's attention is directed to Table VIII for further information on age group population comparisons.

In Table VIII the "horizontal" columns display the difference between the 1960 and 1970 census counts in each of the age categories. The "horizontal" change is simply a comparison of the same age group category for the two different years, and points out the fact that in some age groups in 1970 there was a higher number and in others a lesser number of persons than in 1960. There were, for instance, in the eleven year-old category, 61 more persons in 1970 than in 1960. This represents a 3.4% increase over 1960. However, in the two year old age group there are 829 fewer residents in 1970 than there were in 1960, yielding a 40.0% loss.

The "diagonal" change, on the other hand, assumes the same population cohort that existed in 1960 would exist in the same numbers in 1970. By simply adding ten years to each age group, it is possible to determine if that assumtion is valid. There were, for instance, 78 fewer 10 year olds in 1970 than there were in the age group under one year old in 1960, for a loss of 3.8%. There was then, a net loss of nearly four percent of the persons in that age group cohort, over a 10-year period. In addition, there were 866 fewer 20 year olds in 1970 than 10 year olds in 1960, a net loss of 44.6% for that cohort. A study of this table reveals that there was a loss of persons during the decade of the 60's in all of the age categories.

The five-year age groups at the bottom half of this table reveal that this loss of persons continued at a substantial rate at least until

D. Population/Census Data and Trends

Area school boundaries are established by the boundaries of their constituent elementary/secondary school districts. The school districts that comprise Area V consume substantial portions of the following counties: Buena Vista, Calhoun, Greene, Hamilton, Humboldt, Pocahontas, Sac, Webster, and Wright. Although these counties are not completely within the boundaries of the area, and although there are small parts of other counties; i.e., Boone, Crawford, etc., which are within Area V, the present study assumes that the nine counties named above comprise Area V. Since the school district boundary limits are real only for tax purposes, and because many students cross such boundary lines when enrolling in higher education, there is further reason to consider them arbitrary and of little consequence in this report.

At the time of the preparation of this report the census tapes, fourth count, by school districts, were not available. More accurate definition and population description of the merged area will be possible when these tapes become available.

In 1960 there were 183,177 persons in the nine counties of Area V. In 1970 there were 172,585 persons, for a 10,592 population decrease of 5.8%. The State of Iowa experienced a 2.4% increase in the same decade.

When the population of various age categories is studied in detail some rather startling facts are revealed. In 1960 there were 4092 children under one year of age in Area V, but in 1970 that same age category contained only 2477 persons. This was a decline of 1615 persons, or a loss of 39.5% from 1960 to 1970. At age one there were 3984 persons in Area V in 1960, but only 2478 in 1970, a loss of 37.8%. The reader's attention is directed to Table VIII for further information on age group population comparisons.

In Table VIII the "horizontal" columns display the difference between the 1960 and 1970 census counts in each of the age categories. The "horizontal" change is simply a comparison of the same age group category for the two different years, and points out the fact that in some age groups in 1970 there was a higher number and in others a lesser number of persons than in 1960. There were, for instance, in the fourteen year old category, 926 more persons in 1970 than in 1960. This represents a 32.0% increase over 1960. However, in the age group 21 years and over, there were 4671 fewer residents in 1970 than there were in 1960, yielding a 4.2% loss.

The "diagonal" change, on the other hand, assumes the same population cohort that existed in 1960 would exist in the same numbers in 1970. By simply adding ten years to each age group, it is possible to determine if that assumpton is valid. There were, for instance, 205 fewer 10 year olds in 1970 than there were in the age group under one year old in 1960, for a loss of 5.0%. There were 954 fewer 18 year olds in 1970 than 8 yearolds in 1960, a net loss of 23.7% for that cohort. A study of this table reveals that there was a loss of persons during all age groups to age 20 in Area V.

The five-year age groups at the bottom half of this table reveal that this loss of persons continued at a substantial rate at least until

D. Population/Census Data and Trends

Area school boundaries are established by the boundaries of their constituent elementary/secondary school districts. The school districts that comprise Area VI consume substantial portions of the following counties: Hardin, Marshall, Poweshiek, Grundy, and Tama. Although these counties are not completely within the boundaries of the area, and although there are small parts of other counties; e.g., Jasper, Franklin, and Hamilton which are within Area VI, the present study assumes that the five counties named above comprise Area VI. Since the school district boundary limits are real only for tax purposes, and because many students cross such boundary lines when enrolling in higher education, there is further reason to consider them arbitrary and of little consequence in this report.

At the time of the preparation of this report the census tapes, fourth count, by school districts, were not available. More accurate definition and population description of the merged area will be possible when these tapes become abailable.

In 1960 there were 115,362 persons in the five counties of Area VI. In 1970 there were 116,393 persons, for a 1031 population increase of 0.9%. The State of Iowa experienced a 2.4% increase in the same decade.

When the population of various age categories is studied in detail some rather startling facts are revealed. In 1960 there were 2471 children under one year of age in Area VI, but in 1970 that same age category contained only 1877 persons. This was a decline of 594 persons, or a loss of 24.0% from 1960 to 1970. At age one there were 2318 persons in Area VI in 1960, but only 1737 in 1970, a loss of 25.1%. The reader's attention is directed to Table VIII for further information on age group population comparisons.

In Table VIII the "horizontal" column display the difference between the 1960 and 1970 census counts in each of the age categories. The "horizontal" change is simply a comparison of the same age group category for the two different years, and points out the fact that in some age groups in 1970 there was a higher number and in others a lesser number of persons than in 1960. There were, for instance, in the ten year old category, 197 more persons in 1970 than in 1960. This represents an 8.6% increase over 1960. However, in the age group 5 years, there were 410 fewer residents in 1970 than there were in 1960, yielding a 17.1% loss.

The "diagonal" change, on the other hand, assumes the same population cohort that existed in 1960 would exist in the same numbers in 1970. By simply adding ten years to each age group, it is possible to determine if that assumpton is valid. There were, for instance, 112 fewer 13 year olds in 1970 than there were 3 year olds in 1960, for a loss of 4.6%. There was then, a net loss of nearly five percent of the persons in that age group cohort, over a 10-year period. However, there were 661 fewer 20 year olds in 1970 than 10 year olds in 1960, a net loss of 29.0% for that cohort. A study of this table reveals that there is a slight fluctuation of population gains and losses in all age groups until age 19. At that time the losses are significant.

D. Population/Census Data and Trends

Area school boundaries are established by the boundaries of their constituent elementary/secondary school districts. The school districts that comprise Area VII consume substantial portions of the following counties: Butler, Buchanan, Bremer, Blackhawk, Tama, and Grundy. Although these counties are not completely within the boundaries of the area, and although there are small parts of other counties; i.e., Fayette, Benton, Chickasaw which are within Area VII, the present study assumes that the six counties named above comprise Area VII. Since the school district boundary limits are real only for tax purposes, and because many students cross such boundary lines when enrolling in higher education, there is further reason to consider them arbitrary and of little consequence in this report.

At the time of the preparation of this report the census tapes, fourth count, by school districts, were not available. More accurate definition and population description of the merged area will be possible when these tapes become available.

In 1960 there were 218,895 persons in the six counties of Area VII. In 1970 there were 228,618 persons, for a 9723 population increase of 4.4%. The State of Iowa experienced a 2.4% increase in the same decade.

When the population of various age categories is studied in detail some rather startling facts are revealed. In 1960 there were 5346 children under one year of age in Area VII, but in 1970 that same age category contained only 3885 persons. This was a decline of 1461 persons, or a loss of 27.3% from 1960, but only 3850 in 1970, a loss of 25.8%. The reader's attention is directed to Table VIII for further information on age group population comparisons.

In Table VIII the "horizontal" columns display the difference between the 1960 and 1970 census counts in each of the age categories. The "horizontal' change is simply a comparison of the same age group category for the two different years, and points out the fact that in some age groups in 1970 there was a higher number and in others a lesser number of persons than in 1960. There were for instance, in the nine year old category, 165 more persons than in 1970 than in 1960. This represents a 3.5% increase over 1960. However, in the 3 year age group, there were 1425 fewer residents in 1970 than there were in 1960, yielding a 27.5% loss.

The "diagonal" change on the other hand, assumes the same population cohort that existed in 1960 would exist in the same numbers in 1970. By simply adding ten years to each age group, it is possible to determine if that assumptòn is valid. There were, for instance, 279 fewer 10 year olds in 1970 than there were in the age group under one year old in 1960, for a loss of 5.2%. There was then, a net loss of about one person in 20 of the persons in that age group cohort, over a 10-year period. A study of this table reveals that there was a loss of young persons during the decade in Area VII at least up until age 20.

The five-year age groups at the bottom half of this table reveal that this loss of persons continued until age 10. The loss can be attributed to death and to a negative net difference between in-and-out migration.

D. Population/Census Data and Trends

Area school boundaries are established by the boundaries of their constituent elementary/secondary school districts. The school districts that comprise Area IX consume substantial portions of the following counties: Scott, Muscatine, Louisa, Jackson, and Clinton. Although these counties are not completely within the boundaries of the area, and although there are small parts of other counties; i.e., Cedar, Johnson, etc., which are within Area IX, the present study assumes that the five counties named above comprise Area IX. Since the school district boundary limits are real only for tax purposes, and because many students cross such boundary lines when enrolling in higher education, there is further reason to consider them arbitrary and of little consequence in this report.

At the time of the preparation of this report the census tapes, fourth count, by school districts, were not available. More accurate definition and population description of the merged area will be possible when these tapes become available.

In 1960 there were 239,011 persons in the five counties of Area IX. In 1970 there were 268,138 persons, for a 29,127 population increase of 12.2%. The State of Iowa experienced a 2.4% increase in the same decade.

When the population of various age categories is studied in detail some rather startling facts are revealed. In 1960 there were 5,730 children under one year of age in Area IX, but in 1970 that same age category contained only 5,020 persons. This was a decline of 710 persons, or a loss of 12.4% from 1960 to 1970. At age one there were 5,701 persons in Area IX in 1960, but only 4,892 in 1970, a loss of 14.2%. The reader's attention is directed to Table VIII for further information on age group population comparisons.

In Table VIII the "horizontal" columns display the difference between the 1960 and 1970 census counts in each of the age categories. The "horizontal" change is simply a comparison of the same age group category for the two different years, and points out the fact that in some age groups in 1970 there was a higher number an in others a lesser number of persons than in 1960.

The "diagonal" change, on the other hand, assumes the same population cohort that existed in 1960 would exist in the same numbers in 1970. By simply adding ten years to each age group, it is possible to determine if that assumption is valid. There were, for instance, 498 fewer eighteen year olds in 1970 than there were in the eight year old group in 1960, for a loss of 9.7%. There was then, a net loss of nearly ten percent of the persons in that age group, over a 10-year period. However, there were 1,060 fewer twenty year olds in 1970 than ten year olds in 1960, for a net loss of 22.6% of that age group.

The five-year age groups at the bottom half of this table reveal that there is a loss of persons in the age groups 5-9 and 10-14, and again at the

D. Population/Census Data and Trends

Area school boundaries are established by the boundaries of their constituent elementary/secondary school districts. The school districts that comprise Area X consume substantial portions of the following counties: Benton, Cedar, Iowa, Johnson, Jones, Linn and Washington. Although these counties are not completely within the boundaries of the area, and although there are small parts of other counties; i.e., Keokuk, Buchanan, etc., which are within Area X, the present study assumes that the seven counties named above comprise Area X. Since the school district boundary limits are real only for tax purposes, and because many students cross such boundary lines when enrolling in higher education, there is further reason to consider them arbitrary and of little consequence in this report.

At the time of the preparation of this report the census tapes, fourth count, by school districts, were not available. More accurate definition and population description of the merged area will be possible when these tapes become available.

In 1960 there were 288,270 persons in the seven counties of Area X. In 1970 there were 330,134 persons, for a 41,864 population increase of 14.5%. The State of Iowa experienced a 2.4% increase in the same decade.

However, when the population of various age categories is studied in detail some rather startling facts are revealed. In 1960 there were 7057 children under one year of age in Area X, but in 1970 that same age category contained only 6055 persons. This was a decline of 1002 persons, or a loss of 14.2% from 1960 to 1970. At age one there were 6815 persons in Area X in 1960, but only 6074 in 1970, a loss of 10.9%. The reader's attention is directed to Table VIII for further information on age group population comparisons.

In Table VIII the "horizontal" columns display the difference between the 1960 and 1970 census counts in each of the age categories. The "horizontal" change is simply a comparison of the same age group category for the two different years, and points out the fact that in some age groups in 1970 there was a higher number and in others a lesser number of persons than in 1960.

The "diagonal" change, on the other hand, assumes the same population cohort that existed in 1960 would exist in the same numbers in 1970. By simply adding ten years to each age group, it is possible to determine if that assumption is valid. There were, for instance, 135 fewer 10 year olds in 1970 than there were in the age group under one year of age in 1960, for a loss of 1.9%. There was then, a net loss of nearly two percent of the persons in that age group, over a 10-year period. However, there were 375 fewer 11 year olds in 1970 than one year olds in 1960, for a net loss of 5.5% of that age group. A study of this table reveals that there was a loss of persons until age 17 in Area X between 1960 and 1970. The loss changes to a gain at age 18, however.

The five year age groups at the bottom half of this table reveal that after age 35 there is another loss of persons. The loss can be attributed to death and to a negative net difference between in-and-out migration.

D. Population/Census Data and Trends

Area school boundaries are established by the boundaries of their constituent elementary/secondary school districts. The school districts that comprise Area XI consume substantial portions of the following counties: Audubon, Boone, Carroll, Dallas, Guthrie, Jasper, Madison, Marion, Polk, Story, and Warren. Although these counties are not completely within the boundaries of the area, and although there are small parts of other counties; i.e., Crawford, Hamilton, etc., which are within Area XI, the present study assumes that the eleven counties named above comprise Area XI. Since the school district boundary limits are real only for tax purposes, and because many students cross such boundary lines when enrolling in higher education, there is further reason to consider them arbitrary and of little consequence in this report.

At the time of the preparation of this report the census tapes, fourth count, by school districts, were not available. More accurate definition and population description of the merged area will be possible when these tapes become available.

In 1960 there were 520,944 persons in the eleven counties of Area XI. In 1970 there were 556,446 persons, for a 35,502 population increase of 6.8%. The State of Iowa experienced a 2.4% increase in the same decade.

When the population of various age categories is studied in detail some rather startling facts are revealed. In 1960 there were 11,937 children under one year of age in Area XI, but in 1970 that same age category contained only 9,632 persons. This was a decline of 2,305 persons, or a loss of 19.3% from 1960 to 1970. At age one there were 11,679 persons in Area XI in 1960, but only 9,324 in 1970, a loss of 20.2%. The reader's attention is directed to Table VIII for further information on age group population comparisons.

In Table VIII the "horizontal" columns display the difference between the 1960 and 1970 census counts in each of the age categories. The "horizontal" change is simply a comparison of the same age group category for the two different years, and points out the fact that in some age groups in 1970 there was a higher number and in others a lesser number of persons than in 1960. There were, for instance, in the ten year-old category, 2,014 more persons in 1970 than in 1960. This represents a 20.7% increase over 1960. However, in the age group of 4 year olds there are 2,090 fewer residents in 1970 than there were in 1960, yielding an 18.4% loss.

The "diagonal" change, on the other hand, assumes the same population cohort that existed in 1960 would exist in the same numbers in 1970. By simply adding ten years to each age group, it is possible to determine if that assumption is valid. There were, for instance, 186 fewer 10 year olds in 1970 than there were in the age group under one-year old in 1960, for a loss of 1.6%. There was then, a net loss of nearly two percent of the persons in that age group cohort, over a 10-year period. However, there were 702 fewer eleven year olds in 1970 than one year olds in 1960, a net loss for 6.0% of that cohort. A study of this table reveals that there was a loss of persons through age 17 in Area XI, after which there is an increase of persons through age 17 in Area XI, after which there is an increase of persons over what would be expected.

D. Population/Census Data and Trends

Area school boundaries are established by the boundaries of their constituent elementary/secondary school districts. The school districts that comprise Area XII consume substantial portions of the following counties: Crawford, Cherokee, Ida, Monona, Plymouth and Woodbury. Although these counties are not completely within the boundaries of the area, and although there are small parts of other counties; i.e., Buena Vista, Shelby, etc. which are within Area XII, the present study assumes that the six counties named above comprise Area XII. Since the school district boundary limits are real only for tax purposes, and because many students cross such boundary lines when enrolling in higher education, there is further reason to consider them arbitrary and of little consequence in this report.

At the time of the preparation of this report the census tapes, fourth count, by school districts, were not available. More accurate definition and population description of the merged area will be possible when these tapes become available.

In 1960 there were 193,107 persons in the six counties of Area XII. In 1970 there were 184,672 persons, for a 8435 population decrease of 4.4%. The State of Iowa experienced a 2.4% increase in the same decade.

When the population of various age categories is studied in detail some rather startling facts are revealed. In 1960 there were 4291 children under one year of age in Area XII, but in 1970 that same age category contained only 3063 persons. This was a decline of 1228 persons, or a loss of 28.6% from 1960 to 1970. At age one there were 4222 persons in Area XII in 1960, but only 2890 in 1970, a loss of 31.5%. The reader's attention is directed to Table VIII for further information on age group population comparisons.

In Table VIII the "horizontal" columns display the difference between the 1960 and 1970 census counts in each of the age categories. The "horizontal" change is simply a comparison of the same age group category for the two different years, and points out the fact that in some age groups in 1970 there was a higher number and in other a lesser number of persons than in 1960. There were, for instance, in the fourteen year old category, 1023 more persons in 1970 than in 1960. This represents a 35.1% increase over 1960. However, in the age group 21 years and older, there are 5177 fewer residents in 1970 than there were in 1960, yielding a 4.4% loss.

The "diagonal" change, on the other hand, assumes the same population cohort that existed in 1960 would exist in the same numbers in 1970. By simply adding ten years to each age group, it is possible to determine if that assumption is valid. There were, for instance, 306 fewer 10 year olds in 1970 than there were in the age group under one year old in 1960, for a loss of 7.1%. However, there were 1267 fewer 20 year olds in 1970 than 10 year olds in 1960, a net loss of 32.2% for that cohort. A study of this table reveals that there is a loss of persons during all age groups to age 20 in Area XII.

The five-year age groups at the bottom half of this table reveal that this loss of persons continued at a substantial rate at least until

D. Population/Census Data and Trends

Area school boundaries are established by the boundaries of their consitiuent elementary/secondary school districts. The school districts that comprise Area XIII consume substantial portions of the following counties: Cass, Fremont, Harrison, Mills, Page, Pottawattomie and Shelby. Although these counties are not completely within the boundaries of the area, and although there are small parts of other counties; i.e., Montgomery, Crawford, etc., which are within Area XIII, the present study assumes that the seven counties named above comprise Area XIII. Since the school district boundary limits are real only for tax purposes, and because many students cross such boundary lines when enrolling in higher education, there is further reason to consider them arbitary and of little consequence in this report.

At the time of the preparation of this report the census tapes, fourth count, by school districts, were not available. More accurate definition and population description of the merged area will be possible when these tapes become available.

In 1960 there were 178,801 persons in the seven counties of Area XIII. In 1970 there were 175,161 persons, for a 3640 population decrease of 2.0%. The State of Iowa experienced a 2.4% increase in the same decade.

When the population of various age categories is studied in detail some rather startling facts are revealed. In 1960 there were 3962 children under one year of age in Area XIII, but in 1970 that same age category contained only 2812 persons. This was a decline in 1150 persons, or a loss of 29.0% from 1960 to 1970. At age one there were 3922 persons in Area XIII is directed to Table VIII for further information on age group population comparisons.

In Table VIII the "horizontal" columns display the difference between the 1960 and 1970 census counts in each of the age categories. The "horizontal" change is simply a comparison of the same age group category for the two different years, and points out the fact that in some age groups in 1970 there was a higher number and in others a lesser number of persons than in 1960. There were, for instance, in the fourteen year old category, 1026 more persons in 1970 than in 1960. This represents a 37.4% increase over 1960. However, in the age group 21 and older, there were 2141 fewer residents in 1970 than there were in 1960, yielding a 2.0% loss.

The "diagonal" change, on the other hand, assumes the same population cohort that existed in 1960 would exist in the same numbers in 1970. By simply adding ten years to each age group, it is possible to determine if that assumption is valid. There were, for instance, 86 fewer 10 year olds in 1970 than there were in the age group under one year of age in 1960, for a loss of 2.2%. However, there were fewer eighteen year olds in 1970 than eight year olds in 1960, a net loss of 22.9% for that cohort. A study of this table reveals that there was a loss of persons during all age groups until age 20 in Area XIII.

D. Population/Census Data and Trends

Area school boundaries are established by the boundaries of their constituent elementary/secondary school districts. The school districts that comprise Area XIV consume substantial portions of the following counties: Adair, Adams, Clarke, Decatur, Montgomery, Ringgold, Taylor, and Union. Although these counties are not completely within the boundaries of the area, and although there are small parts of other counties; i.e., Page, Madison, etc., which are within Area XIV, the present study assumes that the eight counties named above comprise Area XIV. Since the school district boundary limits are real only for tax purposes, and because many students cross such boundary lines when enrolling in higher education, there is further reason to consider them arbitrary and of little consequence in this report.

At the time of the preparation of this report the census tapes, fourth count, by school districts, were not available. More accurate definition and population description of the merged area will be possible when these tapes become available.

In 1960 there were 83,499 persons in the eight counties of Area XIV. In 1970 there were 74,628 persons, for a 8,871 population decrease of 10.6%. The State of Iowa experienced a 2.4% increase in the same decade.

When the population of various age categories is studied in detail some rather startling facts are revealed. In 1960 there were 1,478 children under one year of age in Area XIV, but in 1970 that same age category contained only 923 persons. This was a decline of 555 persons, or a loss of 37.6% from 1960 to 1970. At age one there were 1,457 persons in Area XIV in 1960, but only 932 in 1970, a loss of 36.0%. The reader's attention is directed to Table VIII for further information on age group population comparisons.

In Table VIII the "horizontal" columns display the difference between the 1960 and 1970 census counts in each of the age categories. The "horizontal" change is simply a comparison of the same age group category for the two different years, and points out the fact that in some age groups in 1970 there was a higher number and in other a lesser number of persons than in 1960. There were, for instance in the eighteen year-old category, 277 more persons in 1970 than in 1960. This represents a 24.0% increase over 1960. However, in the 7 year old group, there were 259 fewer residents in 1970 than there were in 1960, yielding a 17.5% loss.

The "diagonal" change, on the other hand, assumes the same population cohort that existed in 1960 would exist in the same numbers in 1970. By simply adding ten years to each age group, it is possible to determine if that assumption is valid. There were, for instance, 34 fewer 10 year olds in 1970 than there were in the age group under one year old in 1960, for a loss of 2.3%. However, there were 234 fewer eighteen year olds in 1970 than eight year olds in 1960, a net loss of 14.0% for that cohort. A study of this table reveals that there is a loss of persons during all ages at least until age 20 in Area XIV.

D. Population/Census Data and Trends

Area school boundaries are established by the boundaries of their constituent elementary/secondary school districts. The school districts that comprise Area XV consume substantial portions of the following counties: Appanoose, Davis, Jefferson, Keokuk, Lucas, Mahaska, Monroe, Van Buren, Wapello, and Wayne. Although these counties are not completely within the boundaries of the area, and although there are small parts of other counties which are within Area XV, the present study assumes that the ten counties named above comprise Area XV. Since the school district boundary limits are real only for tax purposes, and because many students cross such boundary lines when enrolling in higher education, there is further reason to consider them arbitrary and of little consequence in this report.

At the time of the preparation of this report the census tapes, fourth count, by school districts, were not available. More accurate definition and population description of the merged area will be possible when these tapes become available.

In 1960 there were 167,216 persons in the ten counties of Area XV. In 1970 there were 153,825 persons, for a 13,391 population decrease of 8.0%. The State of Iowa experienced a 2.4% increase in the same decade.

When the population of various age categories is studied in detail some rather startling facts are revealed. In 1960 there were 3,173 children under one year of age in Area XV, but in 1970 that same age category contained only 2,123 persons. This was a decline of 1,050 persons, or a loss of 33.1% from 1960 to 1970. At age one there were 3,205 persons in Area XV in 1960, but only 2,075 in 1970, a loss of 35.3%. The reader's attention is directed to Table VIII for further information on age group population comparisons.

In Table VIII the "horizontal" columns display the difference between the 1960 and 1970 census counts in each of the age categories. The "horizontal" change is simply a comparison of the same age group category for the two different years, and points out the fact that in some age groups in 1970 there was a higher number and in others a lesser number of persons than in 1960. There were, for instance, in the fourteen year-old category, 375 more persons in 1970 than in 1960. This represents a 14.1% increase over 1960. However, in the age group 21 years and older there were 6,961 fewer residents in 1970 than there were in 1960, yielding a 6.6% loss.

The "diagonal" change, on the other hand, assumes the same population cohort that existed in 1960 would exist in the same numbers in 1970. By simply adding ten years to each age group, it is possible to determine if that assumption is valid. There were, for instance, 111 fewer 10 year olds in 1970 than there were in the age group under one year old in 1960, for a loss of 3.5%. There was then, a net loss of the persons in that age group cohort, over a 10-year period. However, there were 1,147 fewer 20 year olds in 1970 than 10 year olds in 1960, a net loss of 37.0% for that cohort. A study of this table reveals that there is a loss of persons at least through age 20 in Area XV.

The five-year age groups at the bottom half of this table reveal that this loss of persons continued at a substantial rate at least until

D. Population/Census Data and Trends

Area school boundaries are established by the boundaries of their constituent elementary/secondary school districts. The school districts that comprise Area XVI consume substantial portions of the following counties: Des Moines, Henry, Lee, and Louisa. Although these counties are not completely within the boundaries of the area, and although there are small parts of other counties which are within Area XVI, the present study assumes that the four counties named above comprise Area XVI. Since the school district boundary limits are real only for tax purposes, and because many students cross such boundary lines when enrolling in higher education, there is further reason to consider them arbitrary and of little consequence in this report.

At the time of the preparation of this report the census tapes, fourth count, by school districts, were not available. More accurate definition and population description of the merged area will be possible when these tapes become available.

In 1960 there were 117,289 persons in the four counties of Area XVI. In 1970 there were 118,774 persons, for a 1,485 population increase of 1.3%. The State of Iowa experienced a 2.4% increase in the same decade.

When the population of various age categories is studied in detail some rather startling facts are revealed. In 1960 there were 2,296 children under one year of age in Area XVI, but in 1970 that same age category contained only 1,913 persons. This was a decline of 383 persons, or a loss of 16.7% from 1960 to 1970. At age one there were 2,392 persons in Area XVI in 1960, but only 1,879 in 1970, a loss of 21.4%. The reader's attention is directed to Table VIII for further information on age group population comparisons.

In Table VIII the "horizontal" columns display the difference between the 1960 and 1970 census counts in each of the age categories. The "horizontal" change is simply a comparison of the same age group category for the two different years, and points out the fact that in some age groups in 1970 there was a higher number and in others a lesser number of persons than in 1960. There were, for instance, in the ten-year old category, 125 more persons in 1970 than in 1960. This represents a 5.5% increase over 1960. However, in the 2 year old age group there are 559 fewer residents in 1970 than there were in 1960, yielding a 23.6% loss.

The "diagonal" change, on the other hand, assumes the same population cohort that existed in 1960 would exist in the same numbers in 1970. By simply adding ten years to each age group, it is possible to determine if that assumption is valid. There were, for instance, 102 fewer 11 year olds in 1970 than there were in the one year age group in 1960, for a loss of 4.3%. There was then, a net loss of persons in that age group cohort, over a ten-year period. However, there were 83 more ten-year olds in 1970 than under one-year olds in 1960, a net gain of 3.6% for that cohort. A study of this table reveals that there is a loss of persons during the late teens in Area XVI.

TABLE VIII

AGE POPULATION CHANGE

Area I

	1970	HORIZONTAL Change	%	DIAGONAL Change	%	1960
ALL AGES	220,020					214,475
UNDER 1 YEAR	3834	-1429	-27.2	- 47	- 0.9	5263
1 YEAR	3790	-1550	-29.0	-312	- 5.8	5340
2 YEARS	3888	-1267	-24.6	-152	- 2.9	5155
3 YEARS	4128	-926	-18.3	-141	- 2.8	5054
4 YEARS	4401	-797	-15.3	-174	- 3.3	5198
5 YEARS	4592	-216	- 4.5	-195	- 4.1	4808
- - - - - -	- - - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
6 YEARS	4781	0	0	-217	- 4.5	4781
7 YEARS	4954	+144	+ 3.0	-249	- 5.2	4810
8 YEARS	4967	+270	+ 5.7	-393	- 8.4	4697
9 YEARS	5072	+544	+12.0	-694	-15.3	4528
10 YEARS	5216	+841	+19.2	-994	-22.7	4375
	- - - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
11 YEARS	5028	+732	+17.0			4296
12 YEARS	5003	+575	+13.0			4428
13 YEARS	4913	+739	+17.7			4174
14 YEARS	5024	+1633	+48.2			3391
15 YEARS	4613	+1204	+35.3			3409
	- - - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
16 YEARS	4564	+1077	+30.9			3487
17 YEARS	4561	+1045	+29.7			3516
18 YEARS	4304	+873	+25.4			3431
19 YEARS	3834	+816	+27.0			3018
20 YEARS	3381	+646	+23.6			2735
21 YEARS AND OVER	125,172	+591	+ 0.5			124,581
	- - - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
UNDER 5 YEARS	20,041	-5969	-22.9	-826	- 3.2	26,010
5 TO 9 YEARS	24,366	+742	+ 3.1	-1748	- 7.4	23,624
10 TO 14 YEARS	25,184	+4520	+21.9	-6192	-30.0	20,664
15 TO 19 YEARS	21,876	+5015	+29.7	-5497	-32.6	16,861
20 TO 24 YEARS	14,472	+2273	+18.6	-1562	-12.8	12,199
25 TO 29 YEARS	11,364	+380	+ 3.5	-589	- 5.4	10,984
	- - - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
30 TO 34 YEARS	10,637	-1287	-10.8	-656	- 5.5	11,924
35 TO 39 YEARS	10,395	-1949	-15.8	-884	- 7.2	12,344
40 TO 44 YEARS	11,268	-1018	- 8.3			12,286
45 TO 49 YEARS	11,460	-361	- 3.1			11,821
50 TO 54 YEARS	11,323	+460	+ 4.2			10,863
55 TO 59 YEARS	10,622	+450	+ 4.4			10,172
	- - - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
60 TO 64 YEARS	9595	+150	+ 1.6			9445
65 TO 69 YEARS	8473	-2199	-20.6			8,672
70 TO 74 YEARS	7382	+484	+ 7.0			6898
75 TO 79 YEARS	5549	+538	+10.7			5011
80 TO 84 YEARS	3526	+660	+23.0			2866
85 YEARS AND OVER	[illegible]	+656	+35.8			1831

These figures were derived from the following counties: Winneshiek, Howard, Fayette, Dubuque, Delaware, Clayton, Allamakee and Chickasaw.

Compiled from U.S. Bureau of the Census
Census of Population 1970
General Population Characteristics
Final Report PC(1)-B17 Iowa

TABLE VIII
AGE POPULATION CHANGE

Area II

		HORIZONTAL		DIAGONAL		
	1970	Change	%	Change	%	1960
ALL AGES	130,743					138,473
UNDER 1 YEAR	1867	-1135	-37.8	-232	- 7.7	3002
1 YEAR	1917	-1063	-35.7	-281	- 9.4	2980
2 YEARS	1882	-1147	-37.9	-275	- 9.1	3029
3 YEARS	1929	- 976	-33.6	-239	- 8.2	2905
4 YEARS	2049	-963	-32.0	-144	- 4.9	3012
5 YEARS	2213	-775	-25.9	-236	- 7.9	2988
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
6 YEARS	2407	-543	-18.4	-237	- 8.0	2950
7 YEARS	2517	-492	-16.4	-279	- 9.3	3009
8 YEARS	2608	-463	-15.1	-498	-16.2	3071
9 YEARS	2629	-255	- 8.8	-812	-28.2	2884
10 YEARS	2770	- 38	- 1.4	-1322	-47.1	2808
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
11 YEARS	2699	- 79	- 2.8			2778
12 YEARS	2754	-143	- 4.9			2897
13 YEARS	2666	-138	- 4.9			2804
14 YEARS	2868	+670	+30.5			2198
15 YEARS	2752	+488	+21.6			2264
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
16 YEARS	2713	+390	+16.8			2323
17 YEARS	2730	+387	+16.5			2343
18 YEARS	2573	+755	+41.5			1818
19 YEARS	2072	+571	+38.0			1501
20 YEARS	1486	+143	+10.6			1343
21 YEARS AND OVER	80,642	-2924	- 3.5			83,566
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
UNDER 5 YEARS	9644	-5284	-35.4	-1171	- 7.8	14,928
5 TO 9 YEARS	12,374	-2528	-17.0	-2062	-13.8	14,902
10 TO 14 YEARS	13,757	+272	+ 2.0	-6605	-49.0	13,485
15 TO 19 YEARS	12,840	+2571	+25.3	-3457	-33.7	10,249
20 TO 24 YEARS	6880	+191	+ 2.9	-201	- 3.0	6689
25 TO 29 YEARS	6792	-139	- 2.0	-543	- 7.8	6931
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
30 TO 34 YEARS	6488	-1741	-21.2	-661	- 8.0	8229
35 TO 39 YEARS	6388	-2167	-25.3	-771	- 9.0	8555
40 TO 44 YEARS	7568	-923	-10.9			8491
45 TO 49 YEARS	7784	+243	+ 3.2			7541
50 TO 54 YEARS	7816	+253	+ 3.3			7563
55 TO 59 YEARS	7188	+351	+5.1			6837
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
60 TO 64 YEARS	7129	+678	+10.5			6451
65 TO 69 YEARS	5582	-275	- 4.7			5857
70 TO 74 YEARS	4873	+ 84	+ 1.8			4789
75 TO 79 YEARS	3827	+510	+15.4			3317
80 TO 84 YEARS	2567	+740	+40.5			1827
85 YEARS AND OVER	1758	+572	+48.2			1186

These figures were derived from the following counties: Cerro Gordo, Floyd, Franklin, Hancock, Mitchell, Winnebago, and Worth.

Compiled from U.S. Bureau of the Census, Census of Population 1970
General Population Characteristics 2-35
Final Report PC(1)-B17 Iowa

TABLE VIII

AGE POPULATION CHANGE

AREA III

		HORIZONTAL		DIAGONAL		
	1970	Change	%	Change	%	1960
ALL AGES	81,264					85,999
UNDER 1 YEAR	1216	-684	-36.0	-144	- 7.6	1900
1 YEAR	1187	-756	-38.9	-150	- 7.7	1943
2 YEARS	1130	-857	-43.1	-187	- 9.4	1987
3 YEARS	1321	-657	-33.2	-223	-11.3	1978
4 YEARS	1274	-754	-37.2	-129	- 6.4	2028
5 YEARS	1462	-552	-27.4	-202	-10.0	2014
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
6 YEARS	1595	-407	-20.3	-149	- 7.4	2002
7 YEARS	1649	-363	-18.0	-201	-10.0	2012
8 YEARS	1720	-337	-16.4	-439	-21.3	2057
9 YEARS	1833	-107	- 5.5	-807	-41.6	1940
10 YEARS	1756	-124	- 6.6	-999	-53.1	1880
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
11 YEARS	1793	-144	- 7.4			1937
12 YEARS	1800	- 74	- 3.9			1874
13 YEARS	1755	- 52	- 2.9			1807
14 YEARS	1899	+402	+28.9			1497
15 YEARS	1812	+439	+32.0			1373
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
16 YEARS	1853	+318	+20.7			1535
17 YEARS	1811	+376	+26.2			1435
18 YEARS	1618	+628	+63.4			990
19 YEARS	1133	+404	+55.4			729
20 YEARS	881	+153	+21.0			728
21 YEARS AND OVER	48,766	-1587	- 3.2			50,353
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
UNDER 5 YEARS	6128	-3708	-37.7	-833	- 8.5	9836
5 TO 9 YEARS	8259	-1766	-17.6	-1798	-17.9	10,025
10 TO 14 YEARS	9003	+ 8	- 0.1	-4870	-54.1	8995
15 TO 19 YEARS	8227	+2165	+35.7	-2158	-35.6	6062
20 TO 24 YEARS	4125	+327	+ 8.6	+ 72	+ 1.9	3798
25 TO 29 YEARS	3904	-503	-11.4	-337	- 7.6	4407
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
30 TO 34 YEARS	3870	-1154	-23.0	-565	-11.2	5024
35 TO 39 YEARS	4070	-1148	-22.0	-459	- 8.8	5218
40 TO 44 YEARS	4459	-709	-13.7			5168
45 TO 49 YEARS	4759	-177	- 3.6			4936
50 TO 54 YEARS	4689	+ 80	+ 1.7			4609
55 TO 59 YEARS	4429	+115	+ 2.7			4314
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
60 TO 64 YEARS	4152	+279	+ 7.2			3873
65 TO 69 YEARS	3551	- 22	- 0.6			3573
70 TO 74 YEARS	2961	+285	+10.7			2676
75 TO 79 YEARS	2244	+392	+21.2			1852
80 TO 84 YEARS	1420	+439	+44.8			981
85 YEARS AND OVER	914	+265	+40.8			649

These figures were derived from the following counties: Clay, Dickinson, Emmet, Kossuth and Palo Alto.

Compiled from: U.S. Bureau of the Census
Census of Population 1970
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TABLE VIII
AGE POPULATION CHANGE
AREA IV

		HORIZONTAL		DIAGONAL		
	1970	Change	%	Change	%	1960
ALL AGES	84,682					88,345
UNDER 1 YEAR	1400	-649	-31.7	- 78	- 3.8	2049
1 YEAR	1331	-677	-33.7	-157	- 7.8	2008
2 YEARS	1246	-829	-40.0	- 93	- 4.5	2075
3 YEARS	1312	-739	-36.0	-100	- 4.9	2051
4 YEARS	1462	-682	-31.8	-197	- 9.2	2144
5 YEARS	1537	-533	-25.7	- 69	- 3.3	2070
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
6 YEARS	1674	-428	-20.4	-215	-10.2	2102
7 YEARS	1689	-391	-18.8	-139	- 6.7	2080
8 YEARS	1826	-233	-11.3	-395	-19.2	2059
9 YEARS	1891	- 43	- 2.2	-667	-34.5	1934
10 YEARS	1971	+ 29	- 1.5	-866	-44.6	1942
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
11 YEARS	1851	+ 61	+ 3.4			1790
12 YEARS	1982	+ 91	+ 4.8			1891
13 YEARS	1951	+197	+11.2			1754
14 YEARS	1947	+511	+35.6			1436
15 YEARS	2001	+538	+36.8			1463
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
16 YEARS	1887	+495	+35.6			1392
17 YEARS	1941	+417	+27.4			1524
18 YEARS	1664	+520	+45.5			1144
19 YEARS	1267	+372	+41.6			895
20 YEARS	1076	+277	+34.7			799
21 YEARS AND OVER	49,776	+1967	+ 3.8			51,743
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
UNDER 5 YEARS	6751	-3576	-34.6	-625	- 6.1	10,327
5 TO 9 YEARS	8617	-1628	-15.9	-1485	-14.5	10,245
10 TO 14 YEARS	9702	+889	-10.1	-4046	-45.9	8813
15 TO 19 YEARS	8760	+2342	+36.5	-2347	-36.6	6418
20 TO 24 YEARS	4767	+624	+15.1	-178	- 4.3	4143
25 TO 29 YEARS	4071	-542	-11.7	-329	- 7.1	4613
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
30 TO 34 YEARS	3965	-1162	-22.7	-457	- 8.9	5127
35 TO 39 YEARS	4284	-945	-18.1	-512	- 9.8	5229
40 TO 44 YEARS	4670	-526	-10.1			5196
45 TO 49 YEARS	4717	-161	- 3.3			4878
50 TO 54 YEARS	4676	-112	- 2.5			4564
55 TO 59 YEARS	4240	-149	- 3.4			4389
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
60 TO 64 YEARS	3996	-162	- 3.9			4158
65 TO 69 YEARS	3542	-247	- 6.5			3789
70 TO 74 YEARS	3152	+177	+ 5.9			2975
75 TO 79 YEARS	2445	+635	+35.1			1810
80 TO 84 YEARS	1422	+415	+41.2			1007
85 YEARS AND OVER	905	+241	+36.3			664

These figures were derived from the following counties: Cherokee, Lyon, O'Brien, Osceola and Sioux.

Compiled from: U.S. Bureau of the Census
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TABLE VIII

AGE POPULATION CHANGE

AREA V

		HORIZONTAL		DIAGONAL		
	1970	Change	%	Change	%	1960
ALL AGES	172,585					183,177
UNDER 1 YEAR	2477	-1615	-39.5	-205	- 5.0	4092
1 YEAR	2478	-1506	-37.8	-427	-10.7	3984
2 YEARS	2502	-1511	-37.7	-293	- 7.3	4013
3 YEARS	2556	-1438	-36.0	-337	- 8.4	3994
4 YEARS	2782	-1356	-32.8	-319	- 7.7	4138
5 YEARS	3064	-1011	-24.8	-320	- 7.9	4075
- - - - -	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
6 YEARS	3259	-737	-18.4	-335	- 8.4	3996
7 YEARS	3379	-703	-17.2	-399	- 9.8	4082
8 YEARS	3534	-491	-12.2	-954	-23.7	4025
9 YEARS	3643	-213	- 5.5	-1593	-41.3	3856
10 YEARS	3887	+ 27	+ 0.7	-1971	-51.1	3860
- - - - -	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
11 YEARS	3557	-157	- 4.2			3714
12 YEARS	3720	+ 16	+ 0.4			3704
13 YEARS	3657	- 12	- 0.3			3669
14 YEARS	3819	+926	+32.0			2893
15 YEARS	3755	+759	+25.3			2996
- - - - -	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
16 YEARS	3661	+611	+20.0			3050
17 YEARS	3683	+630	+20.6			3053
18 YEARS	3071	+1027	+50.2			2044
19 YEARS	2263	+563	+33.1			1700
20 YEARS	1889	+270	+16.7			1619
21 YEARS AND OVER	105,949	-4671	- 4.2			110,620
- - - - -	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
UNDER 5 YEARS	12,795	-7426	-36.7	-1581	- 7.8	20,221
5 TO 9 YEARS	16,879	-3155	-15.7	-3601	-18.0	20,034
10 TO 14 YEARS	18,640	+800	+ 4.5	-8908	-49.9	17,840
15 TO 19 YEARS	16,433	+3590	+28.0	-4139	-32.2	12,843
20 TO 24 YEARS	8932	+456	+ 5.4	-189	- 2.2	8476
25 TO 29 YEARS	8704	-571	- 5.6	-771	- 8.4	9221
- - - - -	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
30 TO 34 YEARS	8287	-2527	-23.4	-910	- 8.4	10,814
35 TO 39 YEARS	8450	-2754	-24.6	-905	- 8.1	11,204
40 TO 44 YEARS	9904	-1405	-12.4			11,309
45 TO 49 YEARS	10,299	-257	- 2.4			10,556
50 TO 54 YEARS	10,229	+580	+ 6.0			9649
55 TO 59 YEARS	9454	+281	+ 3.1			9173
- - - - -	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
60 TO 64 YEARS	8492	-155	- 1.8			8647
65 TO 69 YEARS	7440	-596	- 7.4			8036
70 TO 74 YEARS	6475	- 71	- 1.1			6546
75 TO 79 YEARS	5344	+772	+16.9			4572
80 TO 84 YEARS	3421	+922	+36.9			2499
85 YEARS AND OVER	2407	+870	+56.6			1537

These figures were derived from the following counties: Buena Vista, Calhoun, Greene, Hamilton, Humboldt, Pocahontas, Sac, Webster and Wright.

Compiled from: U.S. Bureau of the Census
Census of Population 1970
General Population Characteristics 2-35
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TABLE VIII
AGE POPULATION CHANGE

AREA VI

	1970	HORIZONTAL Change	HORIZONTAL %	DIAGONAL Change	DIAGONAL %	1960
ALL AGES	116,393					115,362
UNDER 1 YEAR	1877	-594	-24.0	+ 8	+ 0.3	2471
1 YEAR	1737	-581	-25.1	- 28	- 1.2	2318
2 YEARS	1703	-593	-25.8	0	0	2296
3 YEARS	1823	-615	-25.2	-112	- 4.6	2438
4 YEARS	1902	-448	-19.1	- 24	- 1.0	2350
5 YEARS	1992	-410	-17.1	- 47	- 2.0	2402
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
6 YEARS	2108	-180	- 7.9	+ 81	+ 3.5	2288
7 YEARS	2313	- 64	- 2.7	+ 13	+ 0.5	2377
8 YEARS	2226	-167	- 7.0	+ 25	+ 1.0	2393
9 YEARS	2334	- 15	- 0.6	-280	-11.9	2349
10 YEARS	2479	+197	+ 8.6	-661	-29.0	2282
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
11 YEARS	2290	+161	+ 7.6			2129
12 YEARS	2296	- 12	- 0.5			2308
13 YEARS	2326	+130	+ 5.9			2196
14 YEARS	2326	+528	+29.4			1798
15 YEARS	2355	+536	+29.5			1819
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
16 YEARS	2369	+430	+22.2			1939
17 YEARS	2390	+455	+23.5			1935
18 YEARS	2418	+809	+50.3			1609
19 YEARS	2069	+706	+51.8			1363
20 YEARS	1621	+356	+28.1			1265
21 YEARS AND OVER	71,439	+402	+ 0.6			71,037
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
UNDER 5 YEARS	9042	-2831	-23.8	-156	- 1.3	11,873
5 TO 9 YEARS	10,973	-836	- 7.1	-208	- 1.8	11,809
10 TO 14 YEARS	11,717	+1004	+ 9.4	-3696	-34.5	10,713
15 TO 19 YEARS	11,601	+2936	+33.9	-2106	-24.3	8665
20 TO 24 YEARS	7017	+1115	+18.9	+218	+ 3.7	5902
25 TO 29 YEARS	6559	+753	+13.0	- 84	- 1.4	5806
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
30 TO 34 YEARS	6120	-577	- 8.6	-299	- 4.5	6697
35 TO 39 YEARS	5722	-1313	-18.7	-462	- 6.6	7035
40 TO 44 YEARS	6398	-678	- 9.6			7076
45 TO 49 YEARS	6573	-497	- 7.0			7070
50 TO 54 YEARS	6675	+543	+ 8.9			6132
55 TO 59 YEARS	6394	+502	+ 8.5			5892
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
60 TO 64 YEARS	5526	+ 77	+ 1.4			5449
65 TO 69 YEARS	4806	-333	- 6.5			5139
70 TO 74 YEARS	4214	- 60	- 1.4			4274
75 TO 79 YEARS	3378	+343	+11.3			3035
80 TO 84 YEARS	2151	+409	+23.5			1742
85 YEARS AND OVER	1527	+474	+45.0			1053

These figures were derived from the following counties: Hardin, Marshall, Poweshiek, Grundy, Tama.

Compiled from: U. S. Bureau of Census
Census of Population 1970
General Population Characteristics 2-35
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TABLE VIII

AGE POPULATION CHANGE

AREA VII

	1970	HORIZONTAL Change	HORIZONTAL %	DIAGONAL Change	DIAGONAL %	1960
ALL AGES	228,618					218.895
UNDER 1 YEAR	3885	-1461	-27.3	-279	- 5.2	5346
1 YEAR	3850	-1339	-25.8	-487	- 9.4	5189
2 YEARS	3758	-1425	-27.5	-357	- 6.9	5183
3 YEARS	3950	-1177	-23.0	-397	- 7.7	5127
4 YEARS	4070	-950	-18.9	-266	- 5.3	5020
5 YEARS	4318	-682	-13.6	-258	- 5.2	5000
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
6 YEARS	4517	-449	- 9.0	-246	- 4.5	4966
7 YEARS	4690	-188	- 3.9	-281	- 5.8	4878
8 YEARS	4874	+ 6	+ 0.1	- 1	- 0.0	4868
9 YEARS	4850	+165	+ 3.5	- 79	- 1.7	4685
10 YEARS	5067	+456	+ 9.9	- 90	- 2.0	4611
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
11 YEARS	4702	+303	+ 6.9			4399
12 YEARS	4826	+196	+ 4.2			4630
13 YEARS	4730	+418	+ 9.7			4312
14 YEARS	4754	+1394	+41.5			3360
15 YEARS	4742	+1408	+42.2			3334
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
16 YEARS	4720	+1319	+38.8			3401
17 YEARS	4597	+1159	+33.7			3438
18 YEARS	4867	+1650	+51.3			3217
19 YEARS	4606	+1699	+58.4			2907
20 YEARS	4521	+1690	+59.7			2831
21 YEARS AND OVER	133,724	+5531	+ 4.3			128.193
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
UNDER 5 YEARS	19.513	-6352	-24.6	-1786	- 6.9	25,865
5 TO 9 YEARS	23,249	-1148	- 4.7	-865	- 3.5	24,397
10 TO 14 YEARS	24.079	+2767	+13.0	-2913	-13.7	21,312
15 TO 19 YEARS	23.532	+7235	+44.4	-2712	-16.6	16.297
20 TO 24 YEARS	18.399	+5198	+39.4	-1232	- 9.3	13,201
25 TO 29 YEARS	13.585	+1481	+12.2	-977	- 8.1	12.104
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
30 TO 34 YEARS	11.969	-1494	-11.1	-1074	- 8.0	13.463
35 TO 39 YEARS	11,127	-2790	-20.0	-1181	- 8.5	13,917
40 TO 44 YEARS	12,389	-873	- 6.6			13,262
45 TO 49 YEARS	12,736	+100	+ 0.8			12,636
50 TO 54 YEARS	12,239	+1070	+ 9.6			11,169
55 TO 59 YEARS	11,239	+1207	+12.0			10,032
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
60 TO 64 YEARS	9771	+1097	+12.6			8674
65 TO 69 YEARS	7854	- 13	- 0.2			7867
70 TO 74 YEARS	6426	+113	+ 1.8			6313
75 TO 79 YEARS	4958	+537	+12.1			4421
80 TO 84 YEARS	3293	+868	+35.8			2425
85 YEARS AND OVER	2260	+720	+46.8			1540

Figures were derived from the following counties: Butler, Buchanan, Bremer, Black Hawk, Tama and Grundy.

Compiled from: U.S. Bureau of the Census
Census of Population 1970
General Population Characteristics
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TABLE VIII

AGE POPULATION CHANGE

AREA IX

		HORIZONTAL		DIAGONAL		
	1970	Change	%	Change	%	1960
ALL AGES	268,1[illegible]8					239,011
UNDER 1 YEAR	5020	-710	-12.4	+335	+ 5.8	5730
1 YEAR	4892	-809	-14.2	+106	+ 1.9	5701
2 YEARS	4829	-884	-15.5	+156	+ 2.7	5713
3 YEARS	5107	-385	- 7.0	+ 61	+ 1.1	5492
4 YEARS	5282	-154	- 2.8	+128	+ 2.4	5436
5 YEARS	5422	+ 92	+ 1.7	+109	+ 2.0	5330
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
6 YEARS	5773	+617	+12.0	+ 65	+ 1.3	5156
7 YEARS	5834	+809	+16.1	- 7	- 0.1	5025
8 YEARS	5889	+756	+14.7	-498	- 9.7	5133
9 YEARS	5964	+1222	+25.8	-863	-18.2	4742
10 YEARS	6065	+1374	+29.3	-1060	-22.6	4691
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
11 YEARS	5807	+1155	+24.8			4652
12 YEARS	5869	+1009	+20.8			4860
13 YEARS	5553	+868	+18.5			4685
14 YEARS	5564	+2083	+59.8			3481
15 YEARS	5439	+1898	+53.6			3541
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
16 YEARS	5221	+1477	+39.4			3744
17 YEARS	5018	+1419	+39.4			3599
18 YEARS	4635	+1453	+45.7			3182
19 YEARS	3879	+1113	+40.2			2766
20 YEARS	3631	+1099	+43.4			2532
21 YEARS AND OVER	157.445	+13,626	+ 9.5			143.819
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
UNDER 5 YEARS	25.130	-2942	-10.5	+783	+ 2.8	28,072
5 TO 9 YEARS	28.882	+3496	+13.8	-1194	- 4.7	25,386
10 TO 14 YEARS	28.855	+6485	+29.0	-3917	-17.5	22,370
15 TO 19 YEARS	24.192	+7360	+43.7	+816	+ 4.8	16,832
20 TO 24 YEARS	18.453	+5144	+38.7	+2039	+15.3	13,309
25 TO 29 YEARS	17 648	+3889	+28.3	+3075	+ 2.7	13,759
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
30 TO 34 YEARS	15.348	+606	+ 4.1	+133	+ 0.9	14,742
35 TO 39 YEARS	14.134	-1090	- 7.2	-260	- 1.7	15,224
40 TO 44 YEARS	14.875	+421	+ 2.9			14,454
45 TO 49 YEARS	14.964	+1125	+ 8.1			13,839
50 TO 54 YEARS	13,908	+1251	+ 9.9			12,657
55 TO 59 YEARS	12,601	+1080	+ 9.4			11,521
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
60 TO 64 YEARS	10.950	+413	+ 3.9			10,537
65 TO 69 YEARS	8884	-660	- 6.9			9544
70 TO 74 YEARS	7564	+ 74	+ 1.0			7490
75 TO 79 YEARS	5845	+948	+19.4			4897
80 TO 84 YEARS	3587	+878	+32.4			2709
85 YEARS AND OVER	2315	+647	+38.8			1668

These figures were derived from the following counties: Scott, Muscatine, Louisa, Jackson and Clinton.

Compiled from: U.S. Bureau of the Census
Census of Population 1970
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TABLE VIII

AGE POPULATION CHANGE

AREA X

		HORIZONTAL		DIAGONAL		
	1970	Change	%	Change	%	1960
ALL AGES	330,134					288,270
UNDER 1 YEAR	6055	-1002	-14.2	-135	- 1.9	7057
1 YEAR	6074	-741	-10.9	-375	- 5.5	6815
2 YEARS	5767	-1114	-16.2	-359	- 5.2	6881
3 YEARS	5976	-450	- 7.0	-265	- 4.1	6426
4 YEARS	6027	-453	- 7.0	-212	- 3.3	6480
5 YEARS	6424	+265	+ 4.3	-167	- 2.7	6159
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
6 YEARS	6672	+503	+ 8.2	-269	- 4.4	6169
7 YEARS	6630	+677	+11.4	-113	- 1.9	5953
8 YEARS	6656	+720	+12.1	+1001	+16.9	5936
9 YEARS	6784	+1116	+19.7	+1498	+26.4	5668
10 YEARS	6922	+1456	+26.6	+1711	+31.3	5466
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
11 YEARS	6440	+1204	+23.0			5236
12 YEARS	6522	+1087	+20.0			5435
13 YEARS	6161	+879	+16.6			5282
14 YEARS	6268	+2383	+61.3			3885
15 YEARS	5992	+1970	+49.0			4022
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
16 YEARS	5900	+1883	+46.9			4017
17 YEARS	5840	+1756	+43.0			4084
18 YEARS	6937	+2117	+43.9			4820
19 YEARS	7166	+2574	+56.0			4592
20 YEARS	7177	+2601	+56.8			4576
21 YEARS AND OVER	195,744	+22,433	+12.9			173,311
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
UNDER 5 YEARS	29,899	-3760	-11.2	-1346	- 4.0	33,659
5 TO 9 YEARS	33,166	+3281	+11.0	+1950	+ 6.5	29,885
10 TO 14 YEARS	32,313	+7009	+27.7	+7541	+29.8	25,304
15 TO 19 YEARS	31,835	+10,300	+47.8	+2781	+12.9	21,535
20 TO 24 YEARS	32,845	+10,744	+48.6	+2746	+12.4	22,101
25 TO 29 YEARS	24,316	+5371	+28.4	-1892	-10.0	18,945
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
30 TO 34 YEARS	19,355	+1310	+ 7.3	-838	- 4.6	18,045
35 TO 39 YEARS	17,053	-686	+ 3.9	-799	- 4.5	17,739
40 TO 44 YEARS	17,207	+576	+ 3.5			16,631
45 TO 49 YEARS	16,940	+1235	+ 7.9			15,705
50 TO 54 YEARS	15,908	+1999	+14.4			13,909
55 TO 59 YEARS	14,156	+1291	+10.0			12,865
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
60 TO 64 YEARS	12,223	+610	+ 5.3			11,613
65 TO 69 YEARS	10,293	-208	- 2.0			10,501
70 TO 74 YEARS	8645	+262	+ 3.1			8383
75 TO 79 YEARS	6696	+760	+12.8			5936
80 TO 84 YEARS	4291	+917	+27.2			3374
85 YEARS AND OVER	2993	+853	+39.9			2140

These figures were derived from the following counties: Benton, Washington, Linn, Jones, Johnson, Iowa and Cedar.

Compiled from: U.S. Bureau of the Census
Census of Population 1970
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TABLE VIII

AGE POPULATION CHANGE

AREA XI

		HORIZONTAL		DIAGONAL		
	1970	Change	%	Change	%	1960
ALL AGES	556,446					520,944
UNDER 1 YEAR	9632	-2305	-19.3	-186	- 1.6	11,937
1 YEAR	9324	-2355	-20.2	-702	- 6.0	11,679
2 YEARS	8812	-2876	-24.6	-671	- 5.7	11,688
3 YEARS	9148	-2203	-19.4	-426	- 3.8	11,351
4 YEARS	9275	-2090	-18.4	-552	- 4.9	11,365
5 YEARS	9876	-1095	-10.0	-495	- 4.5	10,971
- - - - -	- - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
6 YEARS	10,344	-572	- 5.2	-490	- 4.5	10,916
7 YEARS	10,665	- 48	- 0.5	-512	- 4.8	10,617
8 YEARS	11,006	+218	+ 2.0	+1199	+11.1	10,788
9 YEARS	11,209	+1063	+10.5	+1686	+16.7	10,146
10 YEARS	11,751	+2014	+20.7	+1407	+14.5	9,737
- - - - -	- - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
11 YEARS	10,977	+1336	+13.9			9,641
12 YEARS	11,017	+883	+ 8.7			10,134
13 YEARS	10,925	+1134	+11.6			9,791
14 YEARS	10,813	+3396	+45.8			7,417
15 YEARS	10,476	+2773	+36.0			7,703
- - - - -	- - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
16 YEARS	10,426	+2824	+37.1			7,602
17 YEARS	10,105	+2130	+26.7			7,975
18 YEARS	11,987	+3976	+49.6			8,011
19 YEARS	11,832	+4059	+52.2			7,773
20 YEARS	11,144	+3748	+50.7			7,396
21 YEARS AND OVER	335,648	+19322	+ 6.1			316,326
- - - - -	- - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
UNDER 5 YEARS	46,242	-11758	-20.3	-2517	- 4.3	58,000
5 TO 9 YEARS	53,100	-338	- 0.6	+1388	+ 2.6	53,438
10 TO 14 YEARS	55,483	+8763	+18.8	+1188	+ 2.5	46,720
15 TO 19 YEARS	54,826	+15762	+40.3	-2863	- 7.3	39,064
20 TO 24 YEARS	47,908	+13960	+41.1	-3171	- 9.3	33,948
25 TO 29 YEARS	36,201	+5163	+16.6	-2211	- 7.1	31,038
- - - - -	- - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
30 TO 34 YEARS	30,777	-1797	- 5.5	-1772	- 5.4	32,574
35 TO 39 YEARS	28,827	-4512	-13.5	-2247	- 6.7	33,339
40 TO 44 YEARS	30,802	-606	- 1.9			31,408
45 TO 49 YEARS	31,092	+1715	+ 5.8			29,377
50 TO 54 YEARS	29,174	+2408	+ 9.0			26,766
55 TO 59 YEARS	26,423	+1798	+ 7.3			24,625
- - - - -	- - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
60 TO 64 YEARS	23,503	+1087	+ 4.8			22,416
65 TO 69 YEARS	19,202	-1547	- 7.5			20,749
70 TO 74 YEARS	16,372	+349	+ 2.2			16,023
75 TO 79 YEARS	12,762	+1556	+13.9			11,206
80 TO 84 YEARS	8,058	+1725	+27.2			6,333
85 YEARS AND OVER	5,687	+1767	+45.1			3,920

These figures were derived from the following counties: Audubon, Boone, Carroll, Dallas, Guthrie, Jasper, Madison, Marion, Polk, Story and Warren.

Compiled from: U.S. Bureau of the Census
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TABLE VIII
AGE POPULATION CHANGE

AREA XII

		HORIZONTAL		DIAGONAL		
	1970	Change	%	Change	%	1960
ALL AGES	184,672					193,107
UNDER 1 YEAR	3063	-1228	-28.6	-306	- 7.1	4291
1 YEAR	2890	-1332	-31.5	-352	- 8.3	4222
2 YEARS	2838	-1479	-34.3	-354	- 8.2	4317
3 YEARS	2857	-1404	-33.0	-353	- 8.3	4261
4 YEARS	2995	-1323	-30.6	-377	- 8.7	4318
5 YEARS	3303	-1052	-24.2	-343	- 7.9	4355
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
6 YEARS	3516	-724	-17.1	-351	- 8.3	4240
7 YEARS	3710	-672	-15.3	-382	- 8.7	4382
8 YEARS	3918	-425	- 9.8	-781	-18.0	4343
9 YEARS	3839	-207	- 5.1	-1147	-28.3	4046
10 YEARS	3985	+ 47	+ 1.2	-1267	-32.2	3938
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
11 YEARS	3870	+ 10	+ 0.3			3860
12 YEARS	3963	+ 51	+ 1.3			3912
13 YEARS	3908	+150	+ 4.0			3758
14 YEARS	3941	+1023	+35.1			2918
15 YEARS	4012	+1044	+35.2			2968
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
16 YEARS	3889	+859	+28.3			3030
17 YEARS	4000	+1006	+33.6			2994
18 YEARS	3562	+961	+37.0			2601
19 YEARS	2899	+761	+35.6			2138
20 YEARS	2671	+670	+33.5			2001
21 YEARS AND OVER	111,043	-5171	- 4.4			116,214
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
UNDER 5 YEARS	14,643	-6766	-31.6	-1742	- 8.1	21,409
5 TO 9 YEARS	18,286	-3080	-14.4	-3004	-14.1	21,366
10 TO 14 YEARS	19,667	+1281	+ 7.0	-6151	-33.5	18,386
15 TO 19 YEARS	18,362	+4631	+33.7	-3689	-26.9	13,731
20 TO 24 YEARS	12,235	+2634	+27.4	-854	- 8.9	9601
25 TO 29 YEARS	10,042	-129	- 1.3	-972	- 9.6	10,171
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
30 TO 34 YEARS	8747	-2798	-24.2	-1116	- 9.7	11,545
35 TO 39 YEARS	9199	-2549	-21.7	-1186	-10.1	11,748
40 TO 44 YEARS	10,429	-1123	- 9.7			11,552
45 TO 49 YEARS	10,562	-319	- 2.9			10,881
50 TO 54 YEARS	10,360	- 18	- 0.2			10,378
55 TO 59 YEARS	9297	-538	- 5.5			9835
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
60 TO 64 YEARS	8693	-505	- 5.5			9189
65 TO 69 YEARS	7434	-1254	-14.4			8688
70 TO 74 YEARS	6524	- 36	- 0.5			6560
75 TO 79 YEARS	5059	+655	+14.9			4404
80 TO 84 YEARS	3103	+829	+36.5			2274
85 YEARS AND OVER	2030	+641	+46.1			1389

These figures were derived from the following counties: Crawford, Cherokee, Ida, Monona, Plymouth and Woodbury.

Compiled from: U.S. Bureau of the Census
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TABLE VIII
AGE POPULATION CHANGE

AREA XIII

		HORIZONTAL		DIAGONAL		
	1970	Change	%	Change	%	1960
ALL AGES	175,161					178,801
UNDER 1 YEAR	2812	-1150	-29.0	- 86	- 2.2	3962
1 YEAR	2718	-1204	-30.7	-241	- 6.1	3922
2 YEARS	2705	-1318	-32.8	-173	- 4.3	4023
3 YEARS	2737	-1158	-29.7	-138	- 3.5	3895
4 YEARS	2898	-1018	-26.0	-148	- 3.8	3916
5 YEARS	3236	-621	-16.1	-241	- 6.2	3857
6 YEARS	3487	-231	- 6.2	-129	- 3.5	3718
7 YEARS	3657	-225	- 5.8	-293	- 7.5	3882
8 YEARS	3757	- 96	- 2.5	-882	-22.9	3853
9 YEARS	3879	+249	+ 6.9	-1327	-36.6	3630
10 YEARS	3876	+252	+ 7.0	-1626	-44.9	3624
11 YEARS	3681	+180	+ 5.1			3501
12 YEARS	3850	+ 28	+ 0.7			3822
13 YEARS	3757	+ 49	+ 1.3			3708
14 YEARS	3768	+1026	+37.4			2742
15 YEARS	3616	+770	+27.1			2846
16 YEARS	3589	+603	+20.2			2986
17 YEARS	3589	+684	+23.5			2905
18 YEARS	2971	+770	+35.0			2201
19 YEARS	2303	+551	+31.4			1752
20 YEARS	1998	+360	+22.0			1638
21 YEARS AND OVER	106,277	-2141	- 2.0			108,418
UNDER 5 YEARS	13,870	-5848	-29.7	-786	- 4.0	19,718
5 TO 9 YEARS	18,016	-924	- 4.9	-2872	-15.2	18,940
10 TO 14 YEARS	18,932	+1535	+ 8.8	-7213	-41.5	17,397
15 TO 19 YEARS	16,068	+3378	+26.6	-2941	-23.2	12,690
20 TO 24 YEARS	10,184	+1416	+16.1	+111	+ 1.3	8768
25 TO 29 YEARS	9749	- 76	- 0.8	-663	- 6.7	9825
30 TO 34 YEARS	8879	-2038	-18.7	-805	- 7.4	10,917
35 TO 39 YEARS	9162	-1961	-17.6	-1130	-10.2	11,123
40 TO 44 YEARS	10,112	-401	- 3.8			10,513
45 TO 49 YEARS	9993	-170	- 1.7			10,163
50 TO 54 YEARS	9617	+225	+ 2.4			9392
55 TO 59 YEARS	8954	- 54	- 0.6			9008
60 TO 64 YEARS	8135	-279	- 3.3			8414
65 TO 69 YEARS	7158	-520	- 6.8			7678
70 TO 74 YEARS	6296	+164	+ 2.7			6132
75 TO 79 YEARS	4842	+621	+14.7			4221
80 TO 84 YEARS	3117	+700	+29.0			2417
85 YEARS AND OVER	2077	+592	+40.0			1485

These figures were derived from the following counties: Page, Cass, Fremont, Harrison, Mills, Pottawattamie and Shelby.

Compiled from: U.S. Bureau of the Census
Census of Population 1970
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TABLE VIII
AGE POPULATION CHANGE
AREA XIV

	1970	HORIZONTAL		DIAGONAL		1960
		Change	%	Change	%	
ALL AGES	74,628					83,499
UNDER 1 YEAR	923	-555	-37.6	- 34	- 2.3	1478
1 YEAR	932	-525	-36.0	- 38	- 2.6	1457
2 YEARS	984	-502	-33.8	- 29	- 2.0	1486
3 YEARS	949	-493	-34.2	- 53	- 3.7	1442
4 YEARS	980	-480	-32.9	- 48	- 3.3	1460
5 YEARS	1097	-480	-30.4	- 82	- 5.2	1577
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
6 YEARS	1248	-242	-16.2	-146	- 9.8	1490
7 YEARS	1219	-259	-17.5	- 94	- 6.4	1478
8 YEARS	1321	-345	-20.7	-234	-14.0	1666
9 YEARS	1314	-245	-15.7	-517	-33.2	1559
10 YEARS	1444	- 88	- 5.7	-710	-46.3	1532
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
11 YEARS	1419	-172	-10.8			1591
12 YEARS	1457	-208	-12.5			1665
13 YEARS	1389	-288	-17.2			1677
14 YEARS	1412	+ 87	+ 6.6			1325
15 YEARS	1495	+ 84	+ 6.0			1411
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
16 YEARS	1344	- 80	- 5.6			1424
17 YEARS	1384	- 93	- 6.3			1477
18 YEARS	1432	+277	+24.0			1155
19 YEARS	1042	-131	+14.4			911
20 YEARS	822	+ 76	+10.2			746
21 YEARS AND OVER	49,021	-4471	- 8.4			53,492
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
UNDER 5 YEARS	4768	-2555	-34.9	-202	- 2.8	7323
5 TO 9 YEARS	6199	-1571	-20.2	-1073	-13.8	7770
10 TO 14 YEARS	7121	-669	- 8.6	-3915	-50.3	7790
15 TO 19 YEARS	6697	+319	+ 5.0	-2940	-46.1	6378
20 TO 24 YEARS	3875	+533	+16.0	+ 50	+ 1.5	3342
25 TO 29 YEARS	3438	-262	- 7.1	-218	- 5.9	3700
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
30 TO 34 YEARS	3392	-873	-20.5	-303	- 7.1	4265
35 TO 39 YEARS	3482	-1163	-25.0	-336	- 7.2	4645
40 TO 44 YEARS	3962	-1060	-21.1			5022
45 TO 49 YEARS	4309	-782	-15.4			5091
50 TO 54 YEARS	4554	-478	- 9.5			5032
55 TO 59 YEARS	4555	-253	- 5.3			4808
	- - - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
60 TO 64 YEARS	4523	- 38	- 0.8			4561
65 TO 69 YEARS	4034	-334	- 7.6			4368
70 TO 74 YEARS	3612	-183	- 4.8			3795
75 TO 79 YEARS	2832	- 41	- 1.4			2873
80 TO 84 YEARS	1921	+239	+14.2			1682
85 YEARS AND OVER	1354	+300	+28.5			1054

These figures were derived from the following counties: Adair, Adams, Clarke, Decatur, Montgomery, Ringgold, Taylor, Union.

Compiled from: U.S. Bureau of the Census
Census of Population 1970
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TABLE VIII
AGE POPULATION CHANGE
AREA XV

		HORIZONTAL		DIAGONAL		
	1970	Change	%	Change	%	1960
ALL AGES	153,825					167,216
UNDER 1 YEAR	2123	-1050	-33.1	-111	- 3.5	3173
1 YEAR	2075	-1130	-35.3	-254	- 7.9	3205
2 YEARS	1970	-1101	-35.9	-131	- 4.3	3071
3 YEARS	2149	-946	-30.6	-174	- 5.6	3095
4 YEARS	2271	-949	-29.5	-186	- 5.8	3220
5 YEARS	2427	-863	-26.2	-245	- 7.4	3290
- - - - -	- - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
6 YEARS	2539	-650	-20.4	-223	- 7.0	3189
7 YEARS	2698	-482	-15.2	-260	- 8.2	3180
8 YEARS	2796	-423	-13.1	-533	-16.6	3219
9 YEARS	2851	-303	- 9.6	-941	-29.8	3154
10 YEARS	3062	- 35	- 1.1	-1147	-37.0	3097
- - - - -	- - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
11 YEARS	2951	-117	- 3.8			3068
12 YEARS	2940	-285	- 8.8			3225
13 YEARS	2921	-440	-13.1			3361
14 YEARS	3034	+375	+14.1			2659
15 YEARS	3045	+286	10.4			2759
- - - - -	- - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
16 YEARS	2966	+208	+ 7.5			2758
17 YEARS	2920	+132	+ 4.7			2788
18 YEARS	2686	+552	+25.9			2134
19 YEARS	2213	+478	+27.6			1735
20 YEARS	1950	+318	+19.5			1632
21 YEARS AND OVER	99,248	-6961	- 6.6			106,209
- - - - -	- - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
UNDER 5 YEARS	10,588	-5176	-32.8	-866	- 5.5	15,764
5 TO 9 YEARS	13,311	-2721	-17.0	-2202	-13.7	16,032
10 TO 14 YEARS	14,898	-507	- 3.3	-6191	-40.2	15,405
15 TO 19 YEARS	13,830	+1656	+13.6	-4542	-37.3	12,174
20 TO 24 YEARS	9214	+1656	+21.9	-646	- 8.5	7558
25 TO 29 YEARS	7632	-320	- 4.0	-613	- 7.7	7952
- - - - -	- - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
30 TO 34 YEARS	6912	-2057	-23.0	-727	- 8.1	8969
35 TO 39 YEARS	7339	-2420	-24.8	-863	- 8.8	9759
40 TO 44 YEARS	8242	-1740	-17.4			9982
45 TO 49 YEARS	8896	-1211	-12.0			10,107
50 TO 54 YEARS	9206	-784	- 7.8			9990
55 TO 59 YEARS	9075	-159	- 1.7			9234
- - - - -	- - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
60 TO 64 YEARS	8877	+ 41	+ 0.5			8836
65 TO 69 YEARS	7721	-373	- 4.6			8094
70 TO 74 YEARS	6829	-267	- 3.7			7096
75 TO 79 YEARS	5231	- 26	- 0.5			5257
80 TO 84 YEARS	3487	+420	+13.7			3067
85 YEARS AND OVER	2537	+597	+30.8			1940

These figures were derived from the following counties: Appanoose, Davis, Jefferson, Keokuk, Lucas, Mahaska, Monroe, Van Buren, Wapello, Wayne.

Compiled from: U.S. Bureau of Census
Census of Population 1970
General Population Characteristics 2-35
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TABLE VIII
AGE POPULATION CHANGE

AREA XVI

		HORIZONTAL		DIAGONAL		
	1970	Change	%	Change	%	1960
ALL AGES	118,774					117,289
UNDER 1 YEAR	1913	-383	-16.7	+ 83	+ 3.6	2296
1 YEAR	1879	-513	-21.4	-102	- 4.3	2392
2 YEARS	1812	-559	-23.6	- 83	- 3.5	2371
3 YEARS	1918	-413	-17.7	+ 6	+ 0.3	2331
4 YEARS	2023	-387	-16.1	- 30	- 1.2	2410
5 YEARS	2195	-195	- 8.2	- 36	- 1.5	2390
- - - - -	- - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
6 YEARS	2336	- 8	- 0.3	- 27	- 1.2	2344
7 YEARS	2270	-185	- 7.5	- 88	- 3.6	2455
8 YEARS	2339	+ 20	+ 0.9	-264	-11.4	2319
9 YEARS	2277	- 11	- 0.5	-478	-20.9	2288
10 YEARS	2379	+125	+5.5	-595	-26.4	2254
- - - - -	- - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
11 YEARS	2290	+ 59	+ 2.6			2231
12 YEARS	2288	- 54	- 2.3			2342
13 YEARS	2337	- 23	- 1.0			2360
14 YEARS	2380	+680	+40.0			1700
15 YEARS	2354	+588	+33.3			1766
- - - - -	- - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
16 YEARS	2317	+436	+23.2			1881
17 YEARS	2367	+429	+22.1			1938
18 YEARS	2055	+476	+30.1			1579
19 YEARS	1810	+539	+42.4			1271
20 YEARS	1659	+470	+39.5			1189
21 YEARS AND OVER	73,576	+394	+ 0.5			73,182
- - - - -	- - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
UNDER 5 YEARS	9545	-2255	-19.1	-126	- 1.1	11,800
5 TO 9 YEARS	11,417	-379	- 3.2	-893	- 7.6	11,796
10 TO 14 YEARS	11,674	-787	- 7.2	-2942	-27.1	10,887
15 TO 19 YEARS	10,903	+2468	+29.3	-1165	-13.8	8435
20 TO 24 YEARS	7945	+2267	+40.0	+492	+ 8.7	5678
25 TO 29 YEARS	7270	+1195	+19.7	-190	- 3.1	6075
- - - - -	- - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
30 TO 34 YEARS	6170	-862	-12.3	-417	- 5.9	7032
35 TO 39 YEARS	5885	-1698	-22.4	-468	- 6.2	7583
40 TO 44 YEARS	6615	-627	- 8.7			7242
45 TO 49 YEARS	7115	+216	+ 3.1			6899
50 TO 54 YEARS	6632	- 12	- 0.2			6644
55 TO 59 YEARS	6099	-113	- 1.8			6212
- - - - -	- - - -	- - - -	- - - -	- - - -	- - - -	- - - - -
60 TO 64 YEARS	5731	- 46	- 0.8			5777
65 TO 69 YEARS	4901	-355	- 6.8			5256
70 TO 74 YEARS	4281	- 8	- 0.2			4289
75 TO 79 YEARS	3241	+388	+13.6			2853
80 TO 84 YEARS	2003	+232	+13.1			1771
85 YEARS AND OVER	1347	+287	+27.1			1060

These figures were derived from the following counties: Des Moines, Henry, Lee, Louisa.

Compiled from: U.S. Bureau of Census
Census of Population 1970
General Population Characteristics 2-35
Final Report PC(1)-B17 Iowa

age 25. The loss can be attributed to death and to a negative net difference between in-and-out migration.

Figures P, Q, and R depict graphically the data shown in Table VIII. Figure P displays the characteristics of the area for ages from birth to 20 years of age. Figure Q covers the same information for all age groups, in five year intervals. The solid line on both figures represents the 1970 population count by age category. The long dashed line represents the 1960 population by age category. The short dashed line represents the 1960 population plus ten years (straight cohort projection). This short dashed line is based on the assumption that the same population residing in the area in 1960 would all be alive and in the area ten years later; that is, no allowance is made for the factors of death and migration. The vertical distance, or difference between the short dashed line and the solid black line, represents either the net gain or the net loss in population between 1960 and 1970. This gain or loss would be attributed to migration or death.

Figure P for Area I shows that in every age group under age 6, there were fewer persons in 1970 than there were in 1960. The difference is most pronounced in the one year age group category. In every age group beyond six, however, there were more persons in 1970 than there were in 1960, until the mid-20 age groupings, as shown by Figure Q. From 25 to 45 there were more persons in Area I in 1960 than there were in 1970, also shown by Figure Q. From that point on the differences are slight.

The shaded portion on both Figures P and Q represents the population loss between 1960 and 1970 in each age group. The shaded portion makes it clear that there were fewer persons in every age group after age 10 in Area I than one would expect on the basis of the 1960 census. At the higher ages the discrepancy can be attributed, in substantial numbers, to death, but at earlier ages the primary cause for such a decrease was net out-migration. It is striking to note the acceleration of loss occurring between the ages of 17 and the late 20's. This substantiates the suspicion that this area of the State is losing its young people to other parts of the State or to other states. A large number of them, of course, leave the area to go to school.

The meaning of these data in terms of enrollment projections becomes obvious. If the out-migration continues at the rate that it did between 1960 and 1970, it compounds the already substantial decrease in the number of available young people caused by the decline in the birth rate. In other words, not only are there fewer young persons than 10 years ago below the age of six in Area I, but by the time they reach age 18, there will, in all likelihood, be an additional decline in their numbers due to out-migration. Until that time, of course, there will be a substantial increase of availability of young persons. One would predict then, an increase until 1981 or 1982 after which there will probably be a continuing decline in the number of eighteen year olds in Area I from which Northeast Iowa Vocational Technical School can draw as its primary source of potential students.

Figure R shows the tendency, statewide, for out-migration of persons, especially among young adults. The area school administrator may want to draw comparisons of the picture his area shows and the State of Iowa.

The loss can be attributed to death and to a negative net difference between in-and-out migration.

Figures P, Q, and R depict graphically the data shown in Table VIII. Figure P displays the characteristics of the area for ages from birth to 20 years of age. Figure Q covers the same information for all age groups, in five year intervals. The solid line on both figures represents the 1970, population count by age category. The long dashed line represents the 1960 population by age category. The short dashed line represents the 1960 population plus ten years (straight cohort projection). This short dashed line is based on the assumpton that the same population residing in the area in 1960 would all be alive and in the area ten years later; that is, no allowance is made for the factors of death and migration. The vertical distance, or difference between the short dashed line and the solid black line, represents either the net gain or the net loss in population between 1960 and 1970. This gain or loss would be attributed to migration or death.

Figure P for Area II shows that in all age groups until age 21, there were fewer persons in 1970 than there were in 1960. The difference is most pronounced in the older age group categories. There were more persons in Area II in 1960 than there were in 1970, in all age groups as shown by Figure Q.

The shaded portion on both Figures P and Q represents the population loss between 1960 and 1970 in each age group. The shaded portion amplifies the fact that there were fewer persons in every age group in Area II than one would expect on the basis of the 1960 census. At the higher ages the discrepancy can be attributed, in substantial number, to death, but at earlier ages the primary cause for such a decrease was net out-migration. It is striking to note the acceleration of loss occurring between the ages of 17 and the late 20's. This substantiates the suspicion that this area of the state is losing its young people to other parts of the state or to other states. A large number of them, of course, leave the area to go to school.

The meaning of these data in terms of enrollment projections becomes obvious. If the out-migration continues at the rate that it did between 1960 and 1970, it compounds the already substantial decrease in the number of available young people, caused by the decline in the birth rate. In other words, not only are there fewer young persons than 10 years ago in Area II, but by the time they reach age 18, ther will, in all likelihood, be an additional decline in their numbers due to out-migration. One would predict then, an increase until 1980 or 1981, after which there will probably be a continuing decline in the number of eighteen year olds in Area II from which North Iowa Area Community College can draw as its primary source of potential students.

Figure R shows the tendency, statewide, for out-migration of persons, especially among young adults. The area school administrator may want to draw comparisons of the picture his area shows and the State of Iowa.

age 30-34. The loss can be attributed to death and to a negative net difference between in-and-out migration.

Figures P, Q, and R depict graphically the data shown in Table VIII. Figure P displays the characteristics of the area for ages from birth to 20 years of age. Figure Q covers the same information for all age groups, in five year intervals. The solid line on both figures represents the 1970 population count by age category. The long dashed line represents the 1960 population by age category. The short dashed line represents the 1960 population plus ten years (straight cohort projection). This short dashed line is based on the assumption that the same population residing in the area in 1960 would all be alive and in the area ten years later; that is, no allownace is made for the factors of death and migration. The vertical distance, or difference between the short dashed line and the solid black line, represents either the net gain or the net loss in population between 1960 and 1970. This gain or loss would be attributed to migration or death.

Figure P for Area III shows that in all age groups until age 14 there were fewer persons in 1970 than there were in 1960. The difference is most pronounced in the 2 year age group category. In the age group 15 years however, there were more persons in 1970 than there were in 1960, until the 25-29 age groupings, as shown by Figure Q. From that group to age 45-49 there were more persons in Area III in 1960 than there were in 1970, again shown by Figure Q.

The shaded portion on both Figures P and Q represents the population loss between 1960 and 1970 in each age group. The shaded portion makes it clear that there were fewer persons in every age group after age 10 in Area III than one would expect on the basis of the 1960 census. At the higher ages the discrepancy can be attributed, in substantial numbers, to death, but at earlier ages the primary cause for such a decrease was net out-migration. It is striking to note the acceleration of loss occurring between the ages of 17 and the late 20's. This substantiates the suspicion that this area of the State is losing its young people to other parts of the State or to other states. A large number of them, of course, leave the area to go to school.

The meaning of these data in terms of enrollment projections becomes obvious. If the out-migration continues at the rate that it did between 1960 and 1970, it compounds the already substantial decrease in the number of available young people caused by the decline in the birth rate. In other words, not only were there fewer young persons in 1970 than 10 years before below the age of 14, in Area III, but by the time they reach age 18, there will, in all likelihood, be an additional decline in their numbers due to out-migration. One would predict then, an increase until 1974 or 1975, after which there will probably be a continuing decline in the number of eighteen year olds in Area III from which Iowa Lakes Community College can draw as its primary source of potential students.

Figure R shows the tendency, statewide, for out-migration of persons, especially among young adults. The area school administrator may want to draw comparisons of the picture his area shows with the State of Iowa.

age 40. The loss can be attributed to death and to a negative net difference between in-and-out-migration.

Figures P, Q, and R depict graphically the data shown in Table VIII. Figure P displays the characteristics of the area for ages from birth to 20 years of age. Figure Q covers the same information for all age groups, in five year intervals. The solid line on both figures represents the 1970 population count by age category. The long dashed line represents the 1960 population by age category. The short dashed line represents the 1960 population plus ten years (straight cohort projection). This short dashed line is based on the assumption that the same population residing in the area in 1960 would all be alive and in the area ten years later; that is, no allowance is made for the factors of death and migration. The vertical distance, or difference between the short dashed line and the solid black line, represents either the net gain or the net loss in population between 1960 and 1970. This gain or loss would be attributed to migration or death.

The shaded portion on both Figures P and Q represents the population loss between 1960 and 1970 in each age group. The shaded portion makes it clear that there are fewer persons in every age group after age 10 in Area IV than one would expect on the basis of the 1960 census. At the higher ages the discrepancy can be attributed, in substantial numbers, to death, but at earlier ages the primary cause for such a decrease was net out-migration. It is striking to note the acceleration of loss occurring between the ages of 17 and the late 20's. This substantiates the suspicion that this area of the State is losing its young people to other parts of the State or to other states. A large number of them, of course, leave the area to go to school.

The meaning of these data in terms of enrollment projections becomes obvious. If the out-migration continues at the rate that it did between 1960 and 1970, it compounds the already substantial decrease in the number of available young people caused by the decline in the birth rate. In other words, not only are there fewer young persons than 10 years ago below the age of 10 in Area IV, but by the time they reach age 18, there will, in all likelihood, be an additional decline in their numbers due to out-migration. Until that time, of course, there will be a substantial increase of availability of young persons. One would predict then, an increase until 1979 or 1980, after which there will probably be a continuing decline in the number of eighteen year olds in Area IV from which Northwest Iowa Vocational School can draw as its primary source of potential students.

Figure R shows the tendency, statewide, for out-migration of persons, especially among young adults. The area school administrator may want to draw comparisons of the picture his area shows the State of Iowa.

age 49. The loss can be attributed to death and to a negative net difference between in-and-out migration.

Figures P, Q, and R depict graphically the data shown in Table VIII. Figure P displays the characteristics of the area for ages from birth to 20 years of age. Figure Q covers the same information for all age groups, in five year intervals. The solid line on both figures represents the 1970 population count by age category. The long dashed line represents the 1960 population by age category. The short dashed line represents the 1960 population plus ten years (straight cohort projection). This short dashed line is based on the assumption that the same population residing in the area in 1960 would all be alive and in the area ten years later; that is, no allowance is made for the factors of death and migration. The vertical distance, or difference between the short dashed line and the solid black line, represents either the net gain or the net loss in population between 1960 and 1970. This gain or loss would be attributed to migration or death.

The shaded portion on both Figures P and Q represents the population loss between 1960 and 1970 in each age group. The shaded portion makes it clear that there were fewer persons in every age group after age 10 in Area V than one would expect on the basis of the 1960 census. At the higher ages the discrepancy can be attributed, in substantial numbers, to death, but at earlier ages the primary cause for such a decrease was net out-migration. It is striking to note the acceleration of loss occurring between the ages of 17 and the late 20's. This substantiates the suspicion that this area of the State is losing its young people to other parts of the State or to other states. A large number of them, of course, leave the area to go to school.

The meaning of these data in terms of enrollment projections becomes obvious. If the out-migration continues at the rate that it did between 1960 and 1970, it compounds the already substantial decrease in the number of available young people caused by the decline in the birth rate. In other words, not only are there fewer young persons than 10 years ago below the age of nine in Area V, but by the time they reach age 18, there will, in all likelihood, be an additonal decline in their numbers due to out-migration. Until that time, of course, there will be a substantial increase of availability of young persons. One would predict then, an increase until 1975 or 1976, after which there will probably be a continuing decline in the number of eighteen year olds in Area V from which the institutions can draw as their primary source of potential students.

Figure R shows the tendency, statewide, for out-migration of persons, especially among young adults. The area school administrator may want to draw comparisons of the picture his area shows and the State of Iowa.

The five-year age groups at the bottom half of this table reveal that this loss of persons stops at age 20-24 then continues again at least until age 40. The loss can be attributed to death and to a negative net difference between in-and-out migration.

Figures P, Q, and R depict graphically the data shown in Table VIII. Figure P displays the characteristics of the area for ages from birth to 20 years of age. Figure Q covers the same information for all age groups, in five year intervals. The solid line on both figures represents the 1970 population count by age category. The long dashed line represents the 1960 population by age category. The short dashed line represents the 1960 population plus ten years (straight cohort projection). This short dashed line is based on the assumption that the same population residing in the area in 1960 would all be alive and in the area ten years later; that is, no allowance is made for the factors of death and migration. The vertical distance, or difference between the shorted dash line and the solid black line, represents either the net gain or the net loss in population between 1960 and 1970. This gain or loss would be attributed to migration or death.

Figure P for Area VI shows that in all age groups until age 9, there were fewer persons in 1970 than there were in 1960. The difference is most pronounced in the under 2 age group categories. In age groups 10 and 11, however, there were more persons in 1970 than there were in 1960. Then in the 12 year age group there was a slight decrease. As shown by Figure Q, there was no consistant gain or loss of persons in Area VI in the decade between 1960 and 1970.

The shaded portion on both Figures P & Q represents the population loss between 1960 and 1970 in each age group. The shaded portion makes it clear that there are fewer persons in every age group after age 10 in Area I than one would expect on the basis of the 1960 census. At the higher ages in discrepancy can be attributed, in substantial numbers, to death, but at earlier ages the primary cause for such a decrease is net out-migration. It is striking to note the acceleration of loss occurring between the ages of 17 and the late 20's. This substantiates the suspicion that this area of the State is losing its young people to other parts of the State or to other states. A large number of them, of course, leave the area to go to school.

The meaning of these data in terms of enrollment projections becomes obvious. If the out-migration continues at the rate that it did between 1960 and 1970, it compounds the already substantial decrease in the number of available young people cause by the decline in the birth rate. In other words, not only are there fewer young persons than 10 years ago below the age of 10 in Area VI, but by the time they reach age 18, there will, in all likelihood, be an additional decline in their numbers due to out-migration. One would predict then, an increase until 1980 or 1981, after which there will probably be a continuing decline in the number of 18-year olds in Area VI from which the Iowa Valley Community College District can draw as its primary source of potential students.

Figure R shows the tendency, statewide, for out-migration of persons, especially among young adults. The area school administrator may want to draw comparisons of the picture his area shows and the State of Iowa.

Figure P, Q, and R depict graphically the data shown in Table VIII. Figure P displays the characteristics of the area for ages from birth to 20 years of age. Figure Q covers the same information for all age groups, in five year intervals. The solid line on both figures represents the 1970 population count by age category. The long dashed line represents the 1960 population by age category. The short dashed line represents the 1960 population plus ten years (straight cohort projection). This short dashed line is based on the assumption that the same population residing in the area in 1960 would all be alive and in the area ten years later; that is, no allowance is made for the factors of death and migration. The vertical distance, or difference between the short dashed line and the solid black line, represents either the net gain or the net loss in population between 1960 and 1970. This gain or loss would be attributed to migration or death.

Figure P for Area VII shows that in all age groups under 20, there were fewer persons in 1970 than there were in 1960. The difference is most pronounced in the younger age group categories. A shown in Figure Q, in the age group 10-14, there was an increase in the number of persons until the 35-39 category when a drop again occurred.

The shaded portion on both Figures P and Q represents the population loss between 1960 and 1970 in each age group. The shaded portion makes it clear that there are fewer persons in every age group after age 10 in Area VII than one would expect on the basis of the 1960 census. At the higher ages the discrepancy can be attributed, in substantial numbers, to death, but at earlier ages the primary cause for such a decrease was net out-migration. Although not true of Area VII many areas of the state suffer a substantial loss between the ages of 17 and 20. The existence of the University of Northern Iowa in Area VII accounts to a large extent for this area's holding or drawing power.

The meaning of these data in terms of enrollment projections becomes obvious. If the out-migration continues at the rate that it did between 1960 and 1970, it compounds the already substantial decrease in the number of available young people caused by the decline in the birth rate. In other words, not only are there fewer young persons than 10 years age in all age categories in Area VII, there will be continued losses as persons in all ages due to out-migration. One would predict then, an increase until 1980 or 1981, after which there will probably be a continuing decline in the number of eighteen year olds in Area VII from which Hawkeye Institute of Technology can draw as its primary source of potential students.

Figure R shows the tendency, statewide, for out-migration of persons, especially among young adults. The area school administrator may want to draw comparisons of the picture his area shows and the State of Iowa.

There is undoubtedly a significant migration within the boundaries of Area VII. Tables IX-A through IX-F display the age group comparisons for each of the counties of Area VII. No horizontal or diagonal change columns are shown, though from the raw data presented, if desired, they can be easily calculated.

older age groups. There were many age groups where a gain was experienced, however. The gain or loss can be attributed to death and to a negative net difference between in-and-out migration.

Figures P, Q, and R depict graphically the data shown in Table VIII. Figure P displays the characteristics of the area for ages from birth to 20 years of age. Figure Q covers the same information for all age groups, in five year intervals. The solid line on both figures represents the 1970 population count by age category. The long dashed line represents the 1960 population by age category. The short dashed line represents the 1960 population plus ten years (straight cohort projection). This short dashed line is based on the assumption that the same population residing in the area in 1960 would all be alive and in the area ten years later; that is, no allowance is made for the factors of death and migration. The vertical distance, or difference between the short dashed line and the solid black line, represents either the net gain or the net loss in population between 1960 and 1970. This gain or loss would be attributed to migration or death.

The crosshatched portion on both Figures P and Q represents the population gain between 1960 and 1970 in each age group, while the shaded portion represents the population loss between 1960 and 1970 in each age group. It is clear that there were more persons in every age group from age 10 until age 17 in Area IX than one would expect on the basis of the 1960 census. Then a drop occurs. The primary cause for such a decrease is net out-migration. It is striking to note the acceleration of loss occurring between the ages of 17 and the late 20's. This substantiates the suspicion that this area of the State is losing its young people to other parts of the State or to other states. A large number of them, of course, leave the area to go to school.

The meaning of these data in terms of enrollment projections becomes obvious. If out-migration continues at the rate that it did between 1960 and 1970, it compounds the already substantial decrease in the number of available young people caused by the decline in the birth rate. There is also an additional decline in the numbers due to out-migration in the late teens.

Figure R shows the tendency, statewide, for out-migration of persons, especially among young adults. The area school administrator may want to draw comparisons of the picture his area shows and the State of Iowa.

Figures P, Q, and R depict graphically the data shown in Table VIII. Figure P displays the characteristics of the area for ages from birth to 20 years of age. Figure Q covers the same information for all age groups, in five year intervals. The solid line on both figures represents the 1970 population count by age category. The long dashed line represents the 1960 population by age category. The short dashed line represents the 1960 population plus ten years (straight cohort projection). This short dashed line is based on the assumption that the same population residing in the area in 1960 would all be alive and in the area ten years later; that is, no allowance is made for the factors of death and migration. The vertical distance, or difference between the shorted dash line and the solid black line, represents either the net gain or the net loss in population between 1960 and 1970. This gain or loss would be attributed to migration or death.

The shaded portion on both Figures P & Q represents the population loss between 1960 and 1970 in each age group. The shaded portion makes it clear that there are fewer persons in every age group from age 10 to age 17 in Area X than one would expect on the basis of the 1960 census. There are more than expected from 18-29, however. Then the losses again occur at the upper age groups. At the higher ages in discrepancy can can be attributed, in substantial numbers, to death, but at earlier ages the primary cause for such a decrease is net out-migration. It is interesting to note that there was actually a growth occurring between the ages of 18 and the late 20's. This is due to the fact that young persons enter this part of the state to go to school and because there are job opportunities for young persons in this area.

The meaning of these data in terms of enrollment projections becomes clouded. If the out-migration continues at the rate that it did between 1960 and 1970, it compounds the difficulty in projective enrollment. In other words, although there are fewer persons between 10 and 17, by the time they reach age 18, there will, in all likelihood, be an increase in their numbers due to in-migration.

Figure R shows the tendency, statewide, for out-migration of persons, especially among young adults. The area school administrator may want to draw comparisons of the picture his area shows and the State of Iowa.

There is undoubtedly a significant migration within the boundaries of Area X. Tables IX-A through IX-G display the age group comparisons for each of the counties of Area X. No horizontal or diagonal change columns are shown, though from the raw data presented, if desired, they can be easily calculated.

The five year age groups at the bottom half of this table reveal that a loss of persons resumed again at a moderate rate after age 25. The loss can be attributed to death and to a negative net difference between in-and-out migration.

Figures P, Q, and R depict graphically the data shown in Table VIII. Figure P displays the characteristics of the area for ages from birth to 20 years of age. Figure Q covers the same information for all age groups, in five year intervals. The solid line on both figures represents the 1970 population count by age category. The long dashed line represents the 1960 population by age category. The short dashed line represents the 1960 population plus ten years (straight cohort projection). This short dashed line is based on the assumption that the same population residing in the area in 1960 would all be alive and in the area ten years later; that is, no allowance is made for the factors of death and migration. The vertical distance, or difference between the short dashed line and the solid black line, represents either the net gain or the net loss in population between 1960 and 1970. This gain or loss would be attributed to migration or death.

The shaded portion on both Figures P and Q represents the population loss between 1960 and 1970 in each age group. The shaded portion makes it clear that there are fewer persons in every age group after age 10 in Area XI than one would expect on the basis of the 1960 census until age 17. Then there is an in-migration of persons until the mid-twenties, following which the losses again resume. At the higher ages the discrepancy can be attributed, in substantial numbers, to death, but at earlier ages the primary cause for such a decrease was net out-migration. The influx of persons 17-25 can be attributed in large measure to the fact that there are several post high school educational opportunities within Area XI, notably Iowa State University, Drake, and now, Des Moines Area Community College.

The meaning of these data in terms of enrollment projection is unclear. Because of in-migration of young adults there should be more persons available for enrollment of Des Moines Area Community College, but the reason they are immigrating is to attend some other institution of higher education. There will probably be a continuing decline in the number of indigenous eighteen year olds in Area XI from which Des Moines Area Community College can draw as its primary source of potential students, after 1980.

Figure R shows the tendency, statewide, for out-migration of persons, especially among young adults. The area school administrator may want to draw comparisons of the picture his area shows and the State of Iowa.

There is undoubtedly a significant migration within the boundaries of Area XI. Tables IX-A through IX-K display the age group comparisons for each of the counties of Area XI. No horizontal or diagonal change columns are shown, though from the raw data presented, if desired, they can be easily calculated. A summary of some of the findings of such a county-by-county comparison follows:

age 45-59. The loss can be attributed to death and to a negative net difference between in-and-out migration.

Figures P, Q, and R depict graphically the data shown in Table VIII. Figure P displays the characteristics of the area for ages from birth to 20 years of age. Figure Q covers the same information for all age groups, in five year intervals. The solid line on both figures represents the 1970 population count by age category. The long dashed line represents the 1960 population by age category. The short dashed line represents the 1960 population plus ten years (straight cohort projection). This short dashed line is based on the assumption that the same population residing in the area in 1960 would all be alive and in the area ten years later that is, no allowance is made for the factors of death and migration. The vertical distance, or difference between the short dashed line and the solid black line, represents either the net gain or the net loss in population between 1960 and 1970. This gain or loss would be attributed to migration or death.

The shaded portion on both Figures P and Q represents the population loss between 1960 and 1970 in each age group. The shaded portion makes it clear that there are fewer persons in every age group after age 10 in Area XII than one would expect on the basis of the 1960 census. At the higher ages the discrepancy can be attributed, in substantial numbers, to death, but at earlier ages the primary cause for such a decrease was net out-migration. It is striking to note the acceleration of loss occurring between the ages of 17 and the late 20's. This substantiates the suspicion that this area of the State is losing its young people to other parts of the State or to other states. A large number of them, of course, leave the area to go to school.

The meaning of these data in terms of enrollment projections becomes obvious. If the out-migration continues at the rate that it did between 1960 and 1970, it compounds the already substantial decrease in the number of available young people caused by the decline in the birth rate. In other words, not only were there fewer young persons in 1970 than in 1960, below the age of 10 in Area XII, but by the time they reach age 18, there will, in all likeihood, be an additional decline in their numbers due to out-migration. Until that time, of course, there will be a substantial increase of availability of young persons. One would predict then, an increase until 1979 or 1980, after which there will probably be a continuing decline in the number of eighteen year olds in Area XII from which Western Iowa Tech can draw as its primary source of potential students.

Figure R shows the tendency, statewide, for out-migration of persons, especially among young adults. The area school administrator may want to draw comparisons of the picture his area shows and the State of Iowa.

The five-year age groups at the bottom half of this table reveal that this loss of persons continued, with only one age group exeception at least until age 49. The loss can be attributed to death and to a negative net difference between in-and-out migration.

Figures P, Q, and R depict graphically the data shown in Table VIII. Figure P displays the characteristics of the area for ages from birth to 20 years of age. Figure Q covers the same information for all age groups, in five year intervals. The solid line on both figures represents the 1970 population count by age category. The long dashed line represents the 1960 population by age category. The short dashed line represents the 1960 population plus ten years (straight cohort projection). This short dashed line is based on the assumption that the same population residing in the area in 1960 would all be alive and in the area ten years later; that is, no allowance is made for the factors of death and migration. The vertical distance, or difference between the short dashed line and the solid black line, represents either the net gain or the net loss in population between 1960 and 1970. This gain or loss would be attributed to migration or death.

The shaded portion on both Figures P and Q represents the population loss between 1960 and 1970 in each age group. The shaded portion makes it clear that there are fewer persons in every age group after age 10 in Area XIII than one would expect on the basis of the 1960 census. At the higher ages the discrepancy can be attributed, in substantial numbers, to death, but at earlier ages the primary cause for such a decrease was net out-migration. It is striking to note the acceleration of loss occurring between the ages of 17 and the late 20's. This substantiates the suspicion that this area of the State is losing its young people to other parts of the State or to other states. A large number of them, of course, leave the area to go to school.

The meaning of these data in terms of enrollment projections becomes obvious. If the out-migration continues at the rate that it did between 1960 and 1970, it compounds the already substantial decrease in the number of available young people caused by the decline in the birth rate. In other words, not only are there fewer young persons than 10 years ago below the age of 10 in Area XIII, but by the time they reach age 18, there will, in all likelihood, be an additional decline in their numbers due to out-migration. Until that time, of course, there will be a substantial increase of availability of young persons. One would predict then, an increase until 1980 or 1981, after which there will probably be a continuing decline in the number of eighteen year olds in Area XIII from which Iowa Western Community College can draw as its primary source of potential students.

Figure R shows the tendency, statewide, for out-migration of persons, especially among young adults. The area school administrator may want to draw comparisons of the picture his area shows and the State of Iowa.

The five-year age groups at the bottom half of this table reveal that this loss of persons continued at a substantial rate at least until age 30-34. In this age category there was a small increase, but then the losses again resumed, but at a slower rate. The loss can be attributed to death and to a negative net difference between in-and-out migration.

Figures P, Q, and R depict graphically the data shown in Table VIII. Figure P displays the characteristics of the area for ages from birth to 20 years of age. Figure Q covers the same information for all age groups, in five year internals. The solid line on both figures represents the 1970 population count by age category. The long dashed line represents the 1960 population by age category. The short dashed line represents the 1960 population plus ten years (straight cohort projection). This short dashed line is based on the assumption that the same population residing in the area in 1960 would all be alive and in the area ten years later; that is, no allowance is made for the factors of death and migration. The vertical distance, or difference between the short dashed line and the solid black line, represents either the net gain or the net loss in population between 1960 and 1970. This gain or loss would be attributed to migration or death.

The shaded portion on both Figures P and Q represents the population loss between 1960 and 1970 in each age group. The shaded portion makes it clear that there were fewer persons in every age group after age 10 in Area XIV than one would expect on the basis of the 1960 census. At higher ages the discrepancy can be attributed, in substantial numbers, to death, but at earlier ages the primary cause for such a decrease was net out-migration. It is striking to note the acceleration of loss occurring between the ages of 17 and the late 20's. This substantiates the suspicion that this area of the state is losing its young people to other parts of the state or to other states. A large number of them, of course, leave the area to go to school.

The meaning of these data in terms of enrollment projections becomes obvious. If the out-migration continues at the rate that it did between 1960 and 1970, it compounds the already substantial decrease in the number of available young people caused by the decline in the birth rate. In other words, not only are there fewer young persons than 10 years ago below the age of 10 in Area XIV, but by the time they reach age 18, there will, in all likelihood, be an additional decline in their numbers due to out-migration. Until that time, of course, there will be a relatively stable number of young persons.

Figure R shows the tendency, statewide, for out-migration of persons, especially among young adults. The area school administrator may want to draw comparisons of the picture his area shows and the State of Iowa.

age 45-49. The loss can be attributed to death and to a negative net difference between in-and-out migration.

Figures P, Q, and R depict graphically the data shown in Table VIII. Figure P displays the characteristics of the area for ages from birth to 20 years of age. Figure Q covers the same information for all age groups, in five year intervals. The solid line on both figures represents the 1970 population count by age category. The long dashed line represents the 1960 population by age category. The short dashed line represents the 1960 population plus ten years (straight cohort projection). This short dashed line is based on the assumption that the same population residing in the area in 1960 would all be alive and in the area ten years later; that is, no allowance is made for the factors of death and migration. The vertical distance, or difference between the short dashed line and the solid black line, represents either the net gain or the net loss in population between 1960 and 1970. This gain or loss would be attributed to migration or death.

The shaded portion on both Figures P and Q represents the population loss between 1960 and 1970 in each age group. The shaded portion makes it clear that there were fewer persons in every age group after age 10 in Area XV than one would expect on the basis of the 1960 census. At the higher ages the discrepancy can be attributed, in substantial numbers, to death, but at earlier ages the primary cause for such a decrease was net out-migration. It is striking to note the acceleration of loss occurring between the ages of 17 and the late 20's. This substantiates the suspicion that this area of the State is losing its young people to other parts of the state or to other states. A large number of them, of course, leave the area to go to school.

The meaning of these data in terms of enrollment projections becomes obvious. If the out-migration continues at the rate that it did between 1960 and 1970, it compounds the already substantial decrease in the number of available young people caused by the decline in the birth rate. In other words, not only are there fewer young persons than 10 years ago below the age of ten in Area XV, but by the time they reach age 18, there will, in all likelihood, be an additional decline in their numbers due to out-migration. Until that time, of course, there will be an increase of availability of young persons. One would predict then, an increase until 1979 or 1980, after which there will probably be a continuing decline in the number of eighteen year olds in Area XV from which Indian Hills Community College can draw as its primary source of potential students.

Figure R shows the tendency, statewide, for out-migration of persons, especially among young adults. The area school administrator may want to draw comparisons of the picture his area shows and the State of Iowa.

The five-year age groups at the bottom half of this table reveal that this loss of persons continued with one exception at least until age 45-49. The loss can be attributed to death and to a negative net difference between in-and-out migration.

Figures P, Q, and R depict graphically the data shown in Table VIII. Figure P displays the characteristics of the area for ages from birth to 20 years of age. Figure Q covers the same information for all age groups, in five year intervals. The solid line on both figures represents the 1970 population count by age category. The long dashed line represents the 1960 population by age category. The short dashed line represents the 1960 population plus ten years (straight cohort projection). This short dashed line is based on the assumption that the same population residing in the area in 1960 would all be alive and in the area ten years later; that is, no allowance is made for the factors of death and migration. The vertical distance, or difference between the short dashed line and the solid black line, represents either the net gain or the net loss in population between 1960 and 1970. This gain or loss would be attributed to migration or death.

The shaded portion on both Figures P and Q represents the population loss between 1960 and 1970 in each age group. The cross-hatched portion represents an increase over the expected population. The shaded portion makes it clear that there were fewer persons in many age groups after age 10 in Area XVI than one would expect on the basis of the 1960 census. At the higher ages the discrepancy can be attributed, in substantial numbers, to death, but at earlier ages the primary cause for such a decrease was net out-migration. It is striking to note the acceleration of loss occurring between the ages of 17 and the late 20's. This substanciates the suspicion that this area of the State is losing its young people to other parts of the State or to other states. A large number of them, of course, leave the area to go to school.

The meaning of these data in terms of enrollment projections becomes obvious. If the out-migration continues at the rate that it did between 1960 and 1970, it compounds the already substantial decrease in the number of available young people caused by the decline in the birth rate. In other words, not only were there fewer young persons than 10 years ago below the age of eight in Area XVI, but by the time they reach age 18, there will, in all likelihood, be an additional decline in their numbers due to out-migration. Until that time, of course, there will be a substantial increase of availability of young persons.

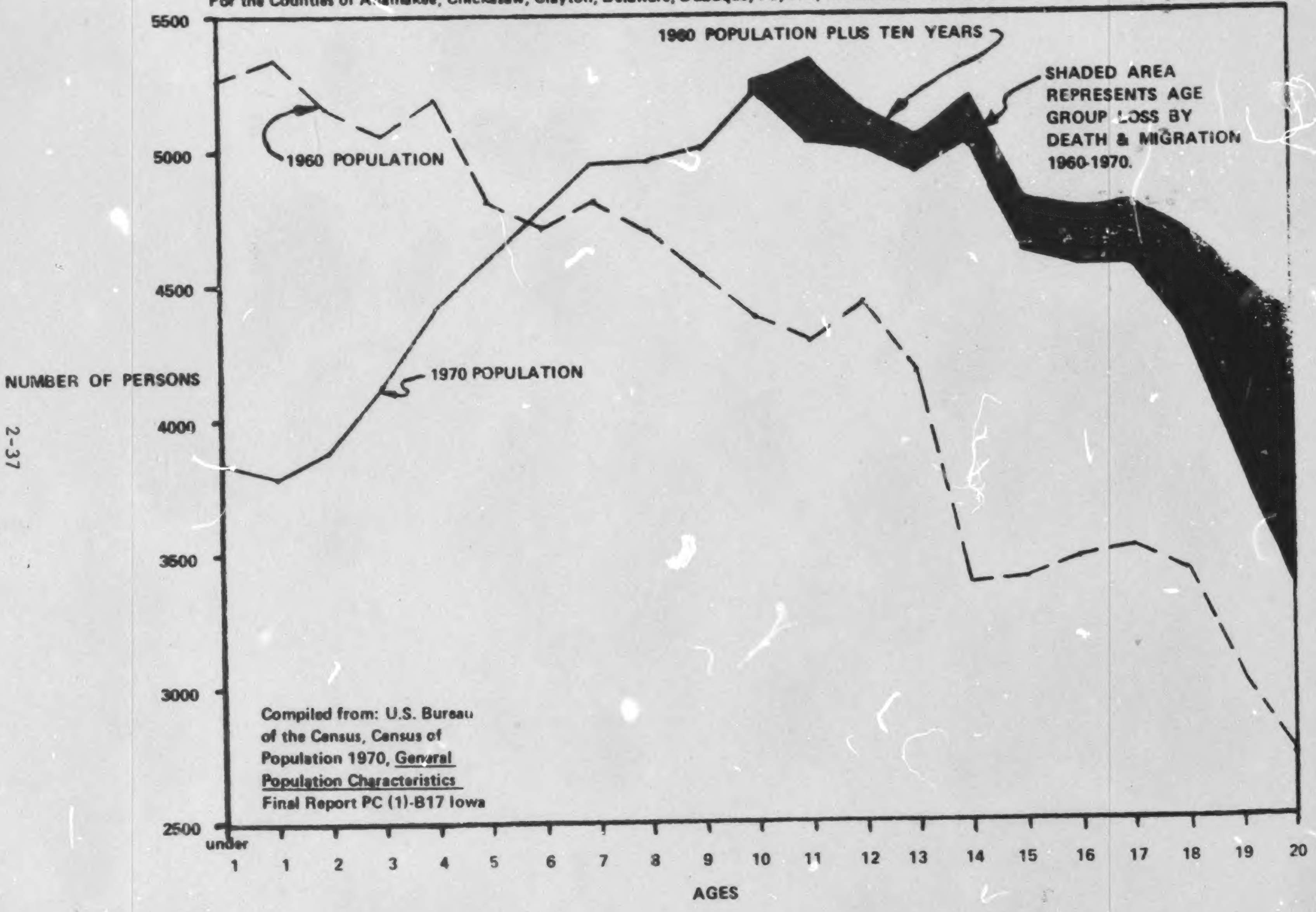
Figure R shows the tendency, statewide, for out-migration of persons especially among young adults. The area school administrator may want to draw comparisons of the picture his area shows and the State of Iowa.

FIGURE P

AREA I

POPULATION OF AGE GROUPS (Under 21) 1960 vs. 1970

For the Counties of Allamakee, Chickasaw, Clayton, Delaware, Dubuque, Fayette, Howard and Winneshiek



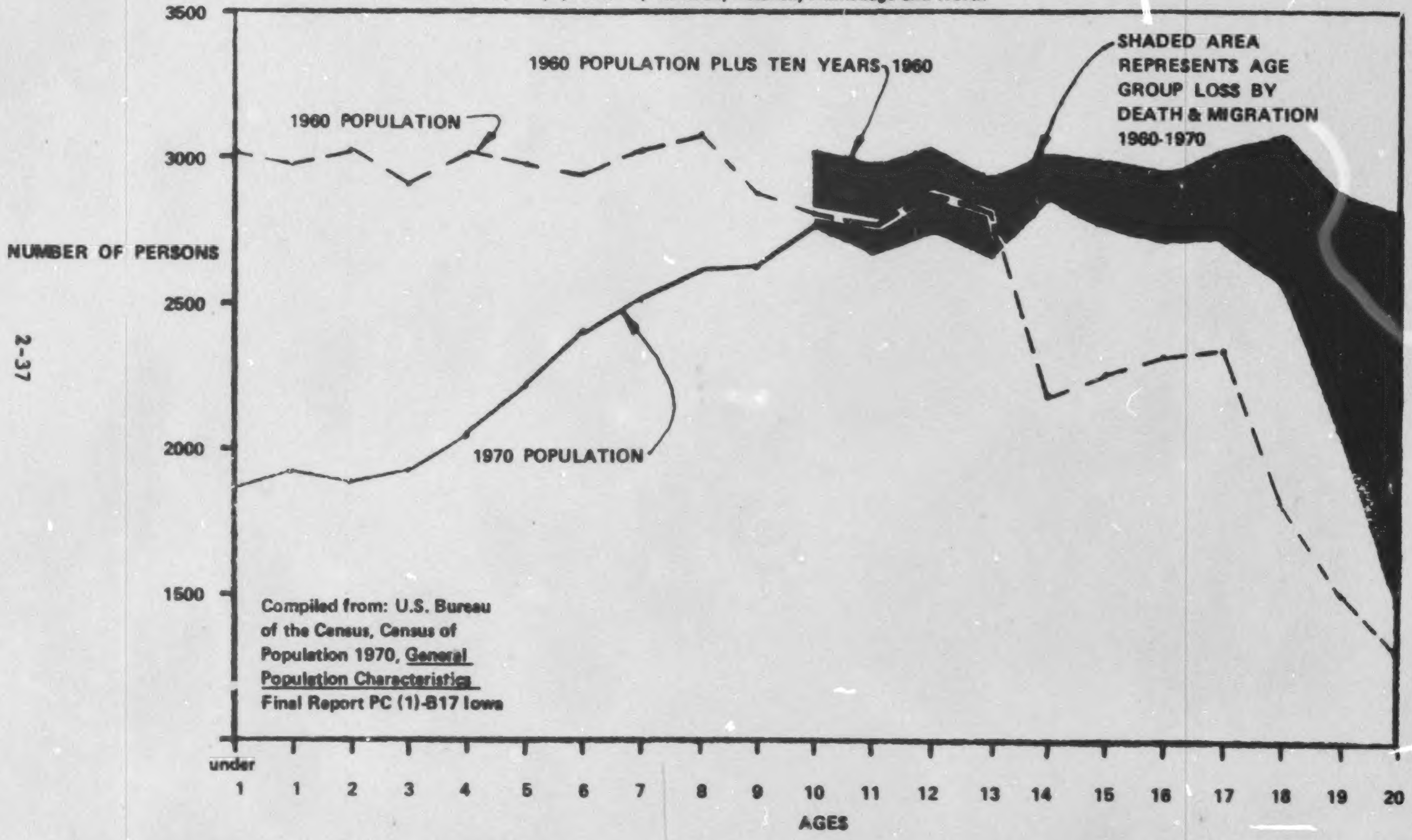
Compiled from: U.S. Bureau of the Census, Census of Population 1970, General Population Characteristics Final Report PC (1)-B17 Iowa

FIGURE P

AREA II

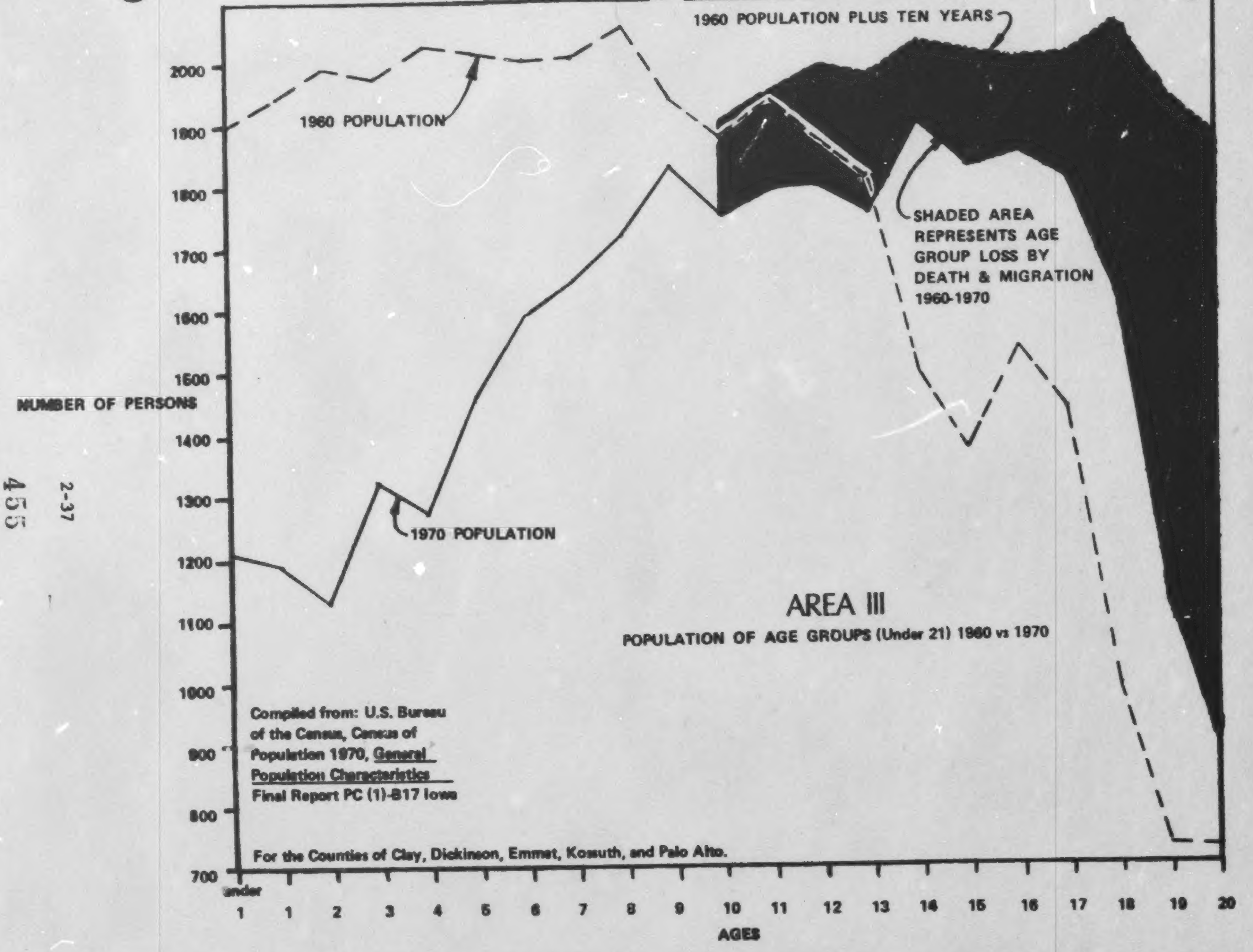
POPULATION OF AGE GROUPS (Under 21) 1960 vs. 1970

For the Counties of Cerro Gordo, Floyd, Franklin, Hancock, Mitchell, Winnebago and Worth



Compiled from: U.S. Bureau of the Census, Census of Population 1970, General Population Characteristics Final Report PC (1)-B17 Iowa

FIGURE P



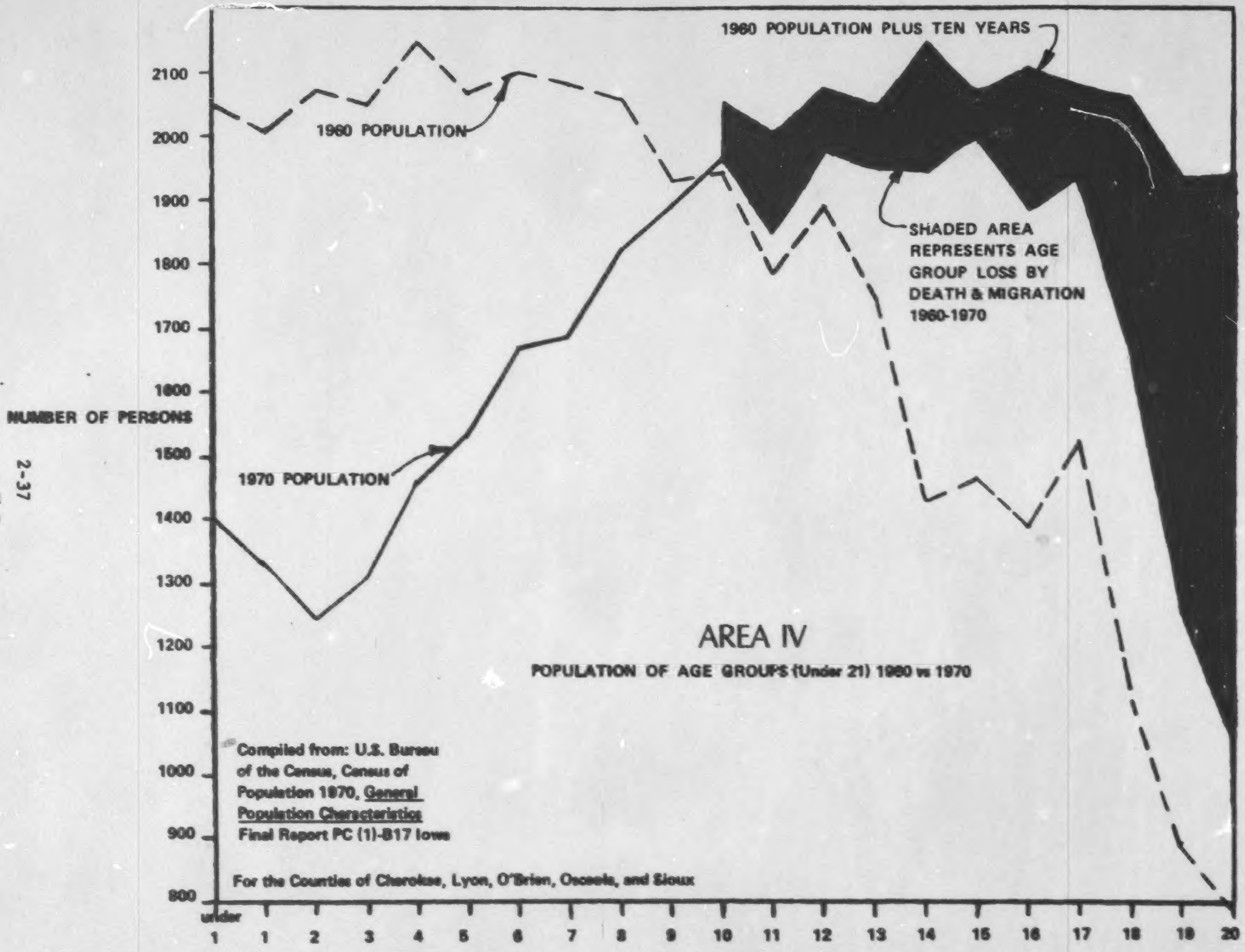
AREA III

POPULATION OF AGE GROUPS (Under 21) 1960 vs 1970

Compiled from: U.S. Bureau of the Census, Census of Population 1970, General Population Characteristics Final Report PC (1)-B17 Iowa

For the Counties of Clay, Dickinson, Emmet, Kossuth, and Palo Alto.

FIGURE P



AREA IV

POPULATION OF AGE GROUPS (Under 21) 1960 vs 1970

Compiled from: U.S. Bureau of the Census, Census of Population 1970, General Population Characteristics Final Report PC (1)-B17 Iowa

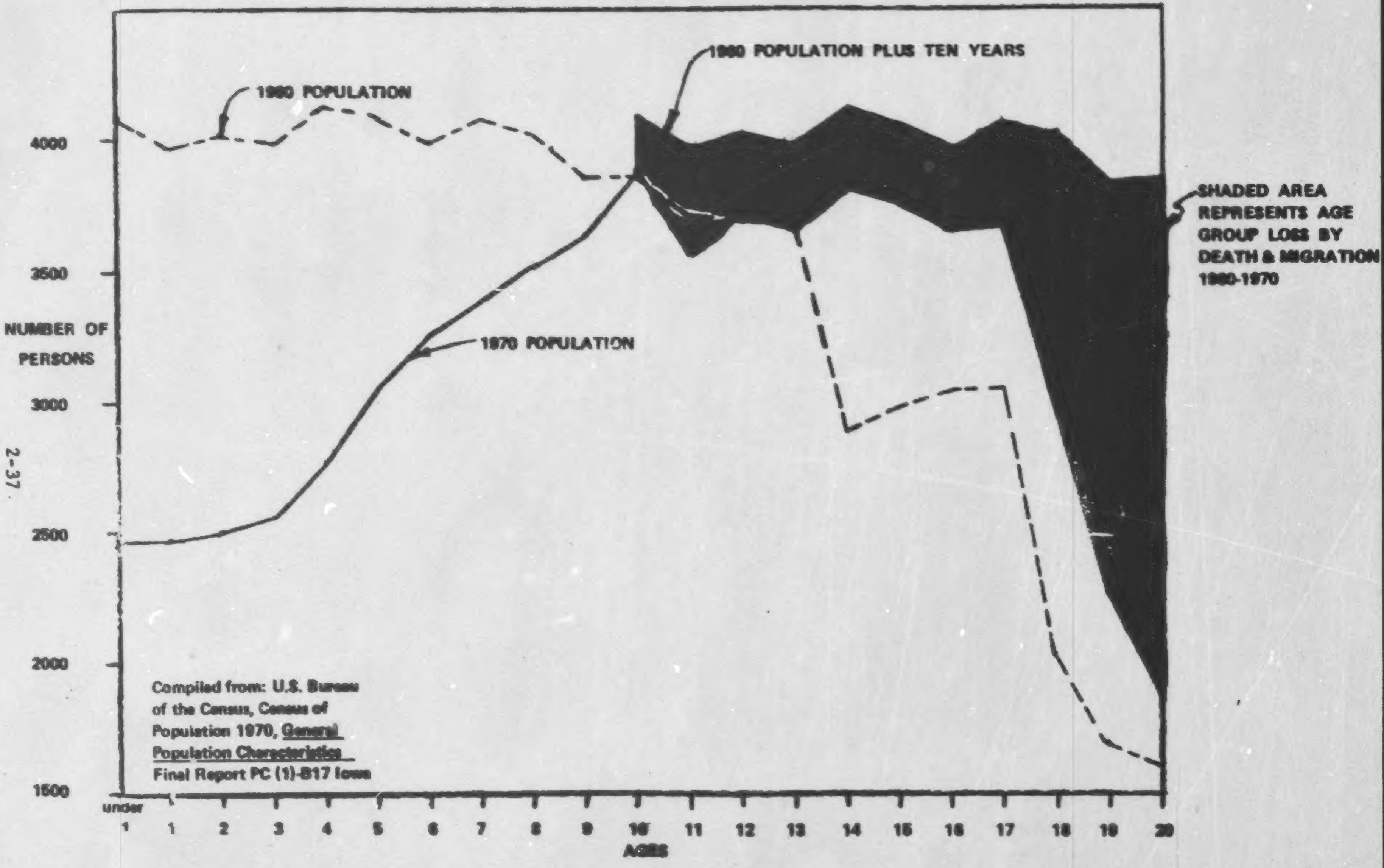
For the Counties of Cherokee, Lyon, O'Brien, Osceola, and Sioux

FIGURE P

AREA V

POPULATION OF AGE GROUPS (Under 21) 1960 vs 1970

For the Counties of Buena Vista, Calhoun, Greene, Hamilton, Humboldt, Pocahontas, Sac, Webster, and Wright



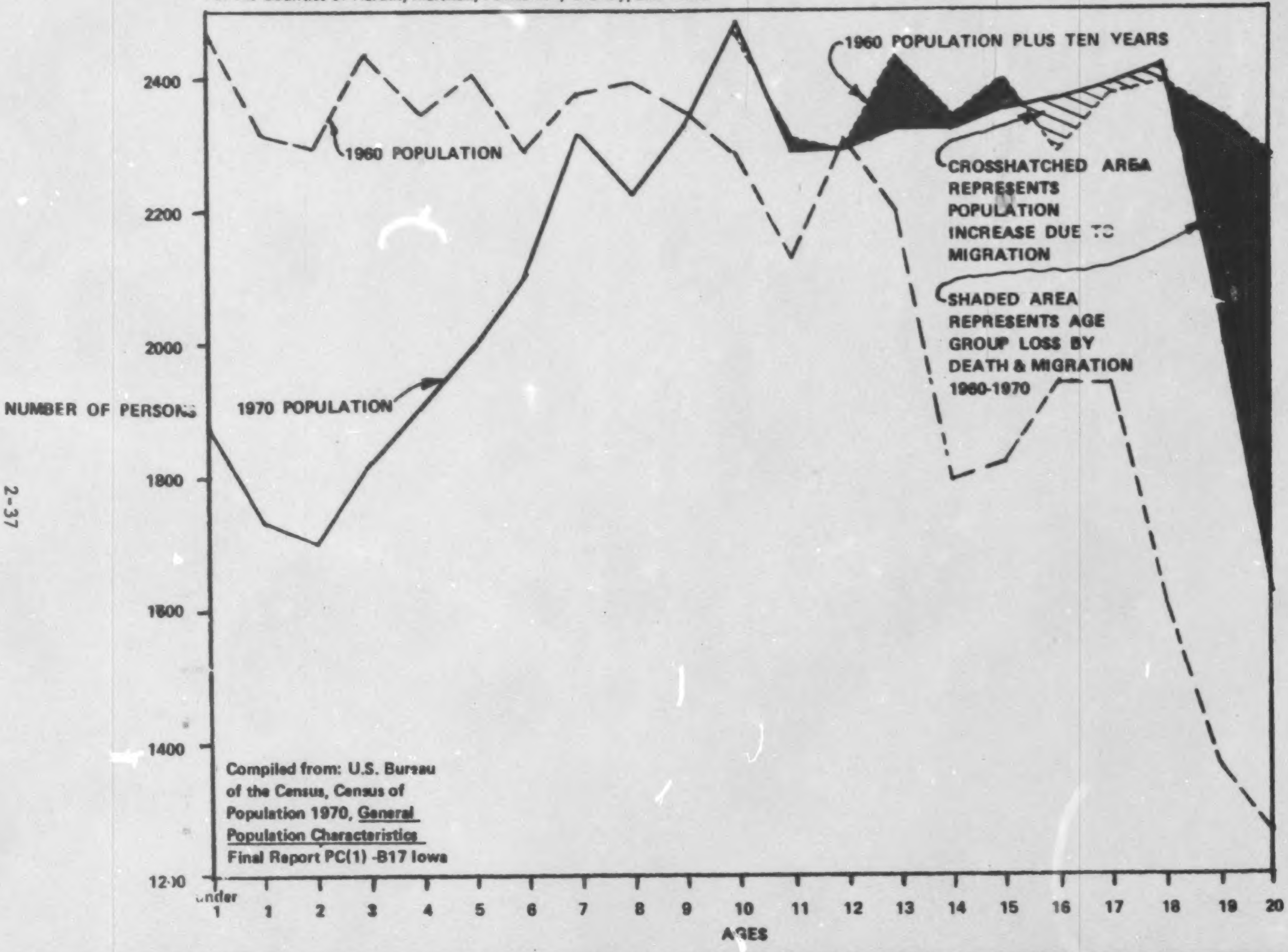
Compiled from: U.S. Bureau of the Census, Census of Population 1970, General Population Characteristics Final Report PC (1)-B17 Iowa

FIGURE P

AREA VI

POPULATION OF AGE GROUPS (Under 21) 1960 vs 1970

For the Counties of Hardin, Marshall, Poweshiek, Grundy, and Tama

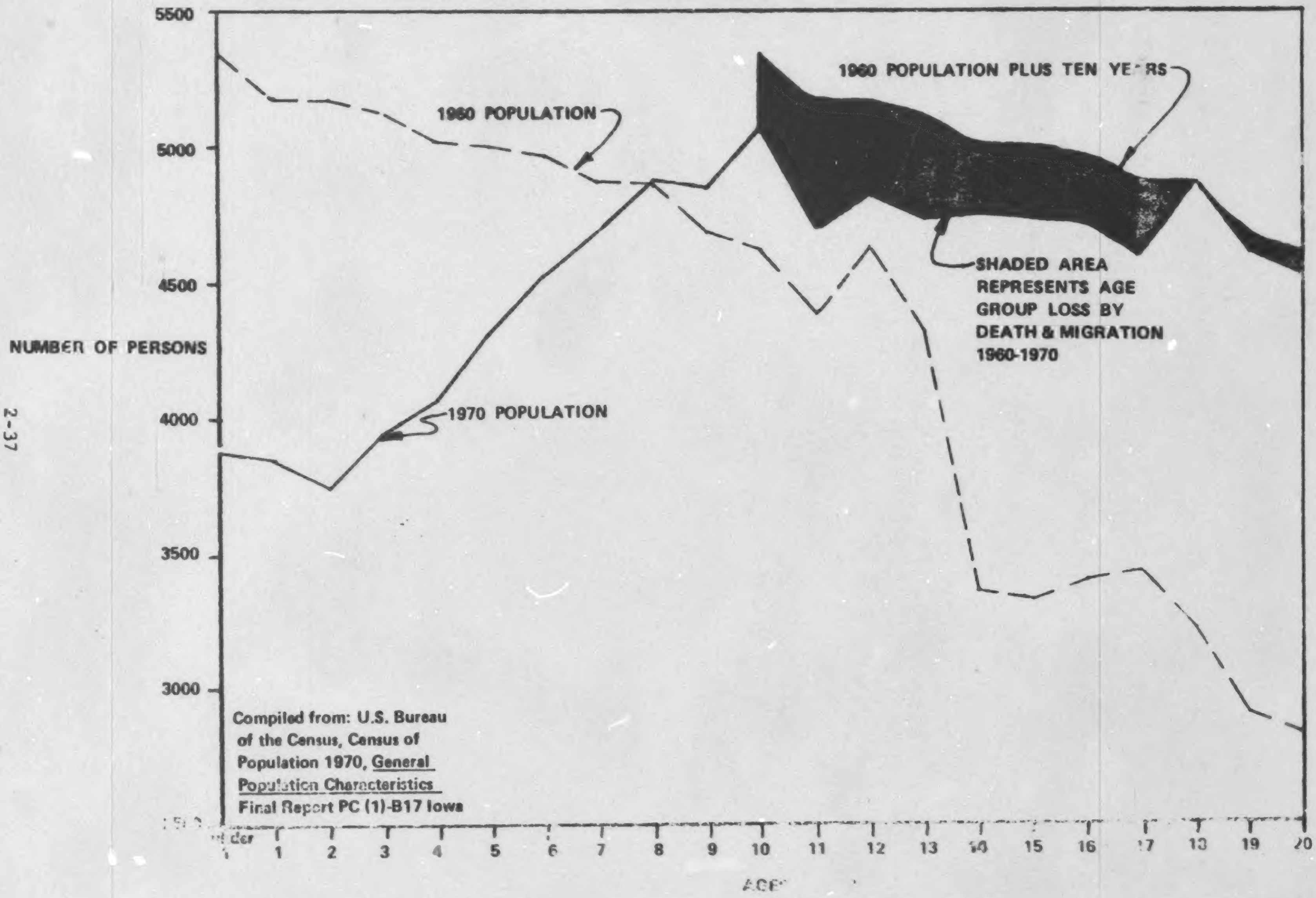


Compiled from: U.S. Bureau of the Census, Census of Population 1970, General Population Characteristics Final Report PC(1) -B17 Iowa

AREA VII

POPULATION OF AGE GROUPS (Under 21) 1960 vs 1970

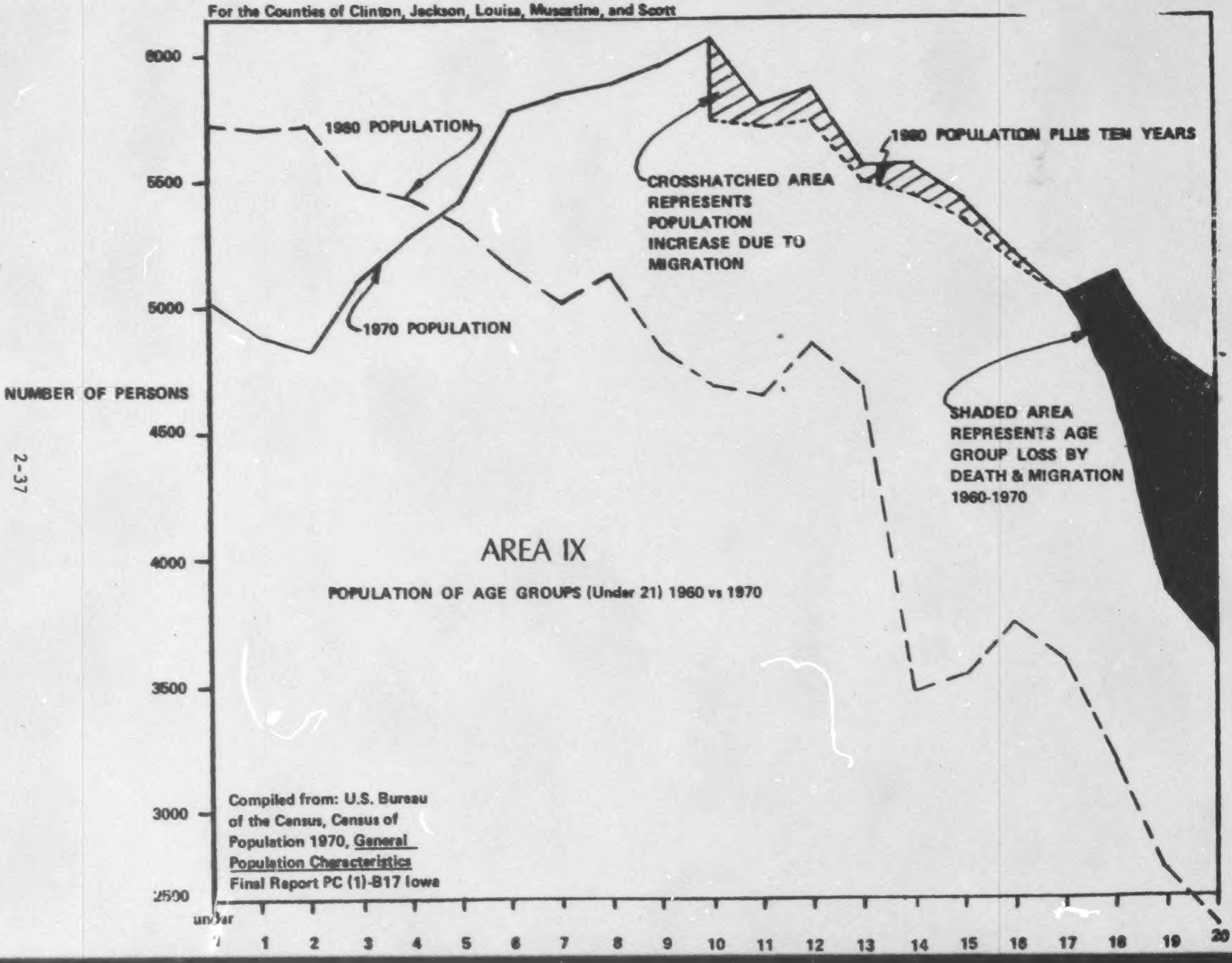
For the Counties of Blackhawk, Bremer, Buchanan, Butler, Grundy and Tama



Compiled from: U.S. Bureau of the Census, Census of Population 1970, General Population Characteristics Final Report PC (1)-B17 Iowa

FIGURE P

For the Counties of Clinton, Jackson, Louisa, Muscatine, and Scott



CROSSHATCHED AREA REPRESENTS POPULATION INCREASE DUE TO MIGRATION

SHADED AREA REPRESENTS AGE GROUP LOSS BY DEATH & MIGRATION 1960-1970

AREA IX

POPULATION OF AGE GROUPS (Under 21) 1960 vs 1970

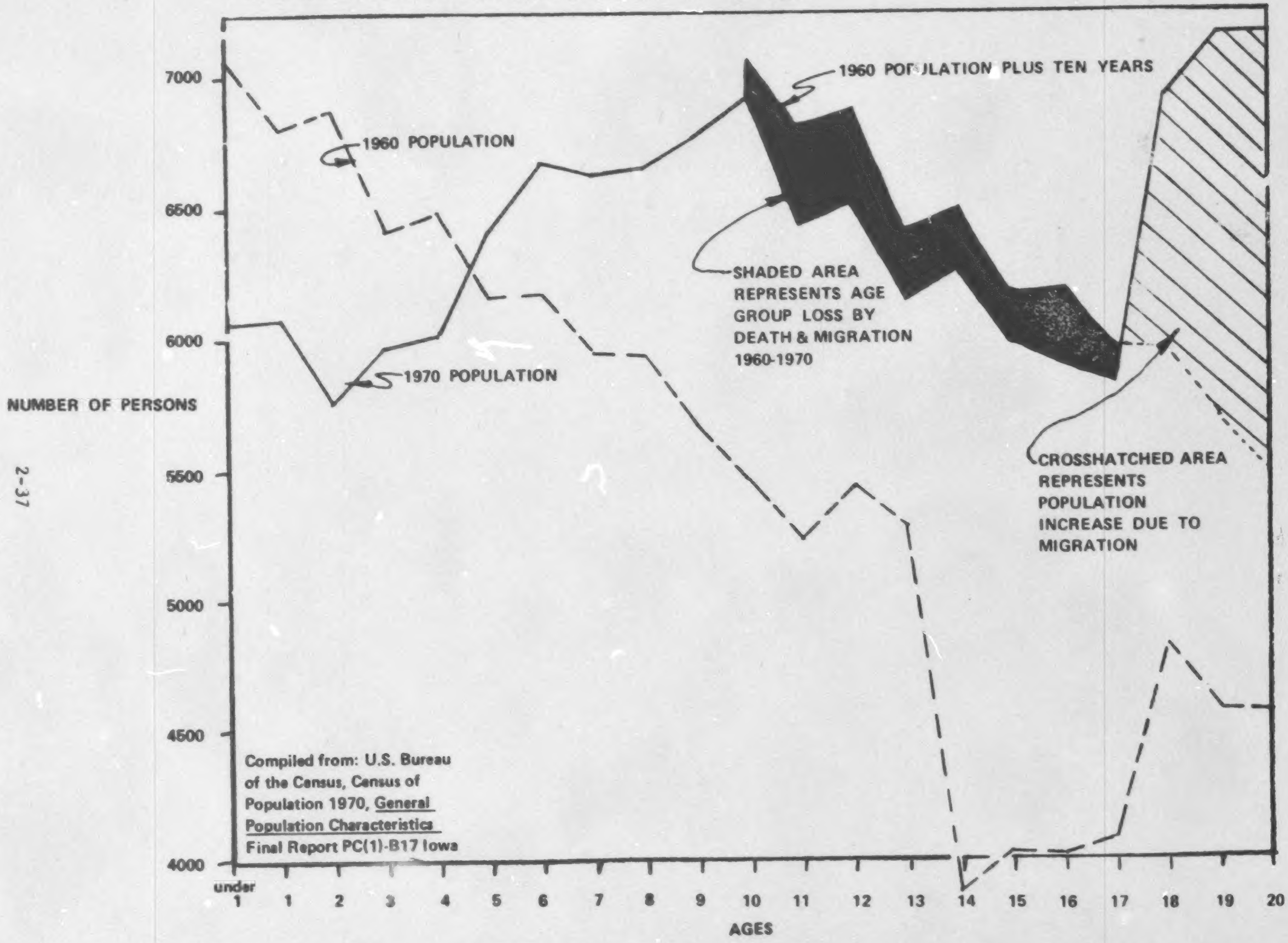
Compiled from: U.S. Bureau of the Census, Census of Population 1970, General Population Characteristics Final Report PC (1)-B17 Iowa

FIGURE P

AREA X

POPULATION OF AGE GROUPS (Under 21) 1960 vs. 1970

For the Counties of Benton, Cedar, Iowa, Johnson, Jones, Linn, and Washington



Compiled from: U.S. Bureau of the Census, Census of Population 1970, General Population Characteristics Final Report PC(1)-B17 Iowa

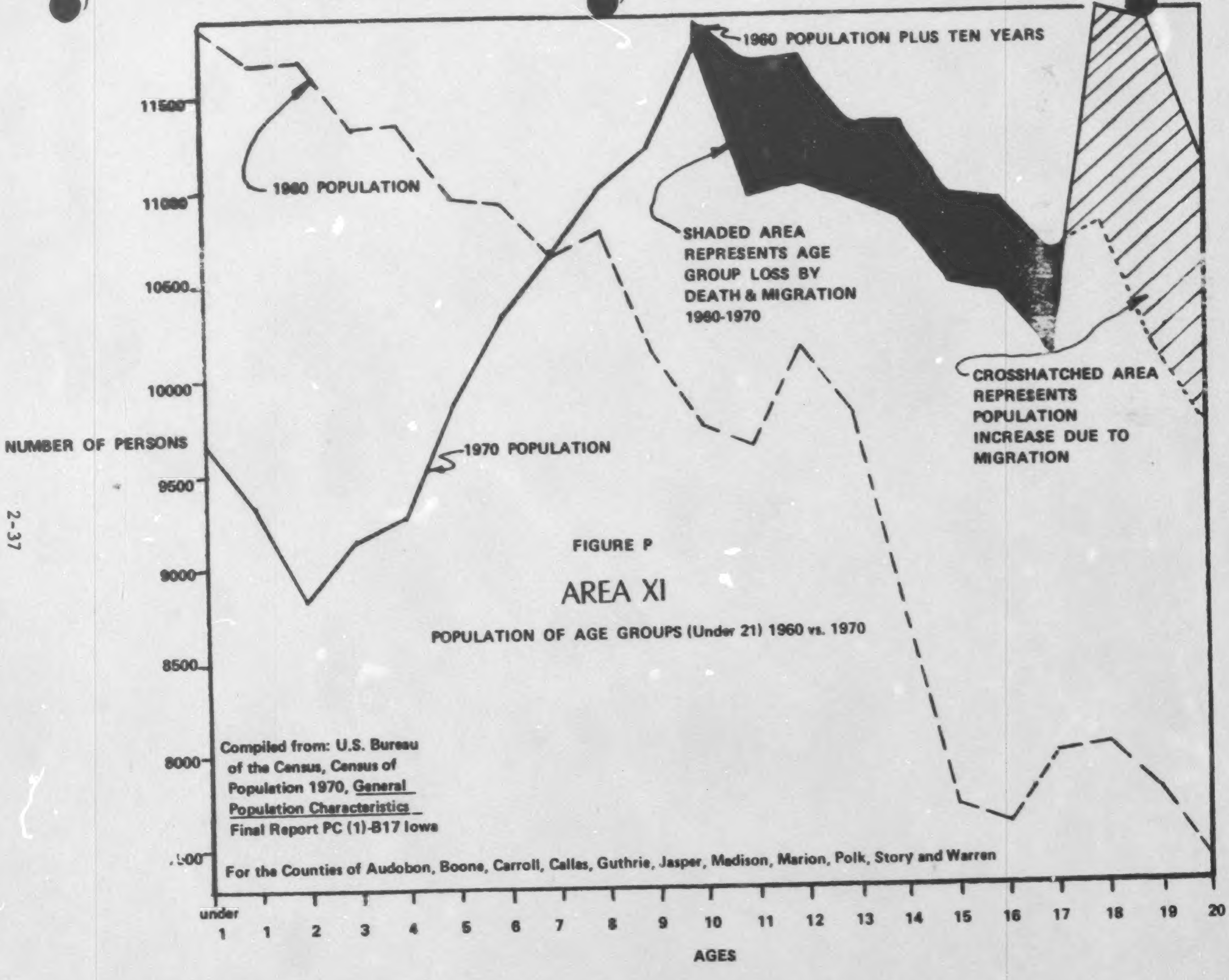


FIGURE P

AREA XI

POPULATION OF AGE GROUPS (Under 21) 1960 vs. 1970

Compiled from: U.S. Bureau of the Census, Census of Population 1970, General Population Characteristics Final Report PC (1)-B17 Iowa

For the Counties of Audobon, Boone, Carroll, Callas, Guthrie, Jasper, Madison, Marion, Polk, Story and Warren

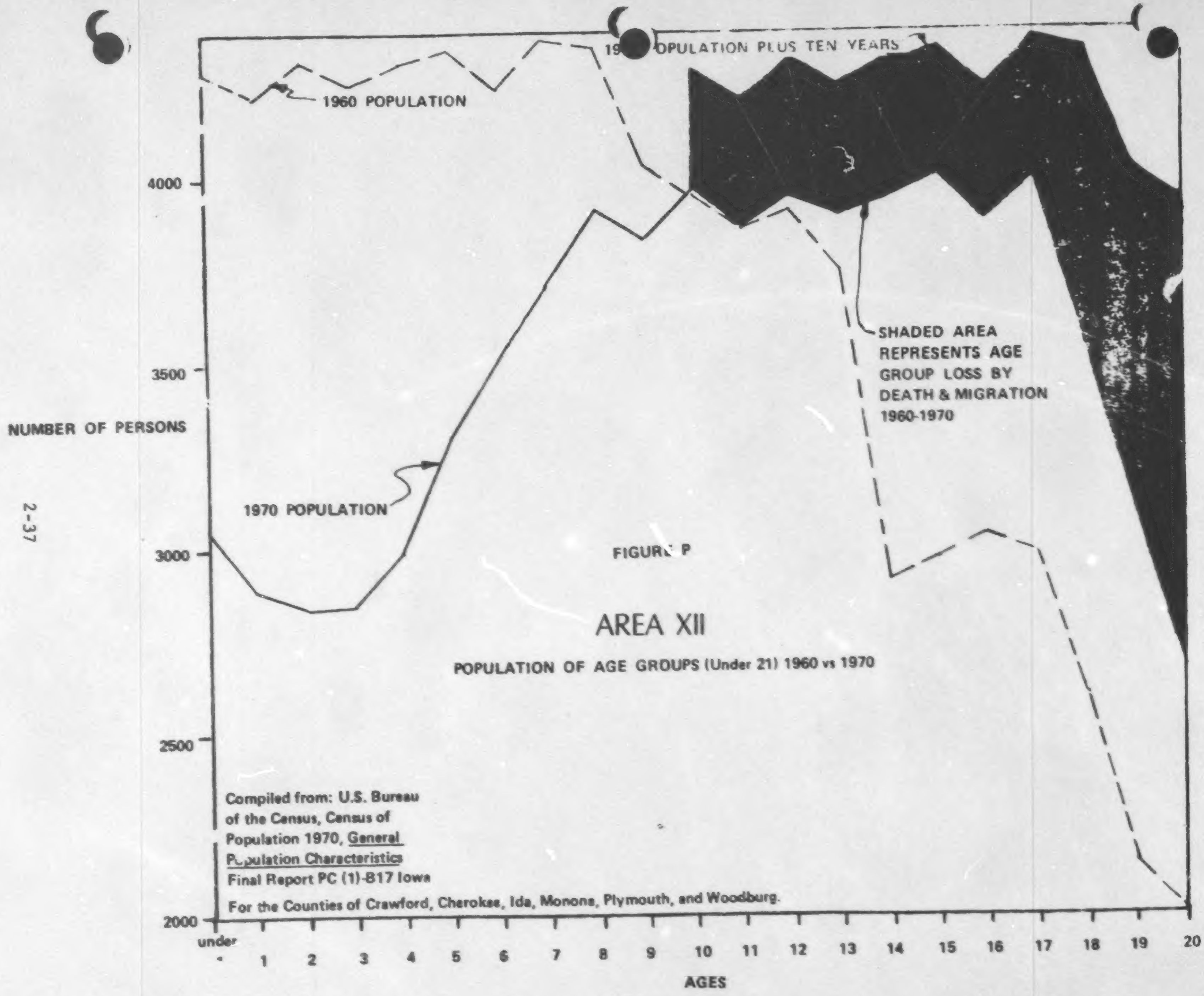


FIGURE P

AREA XII

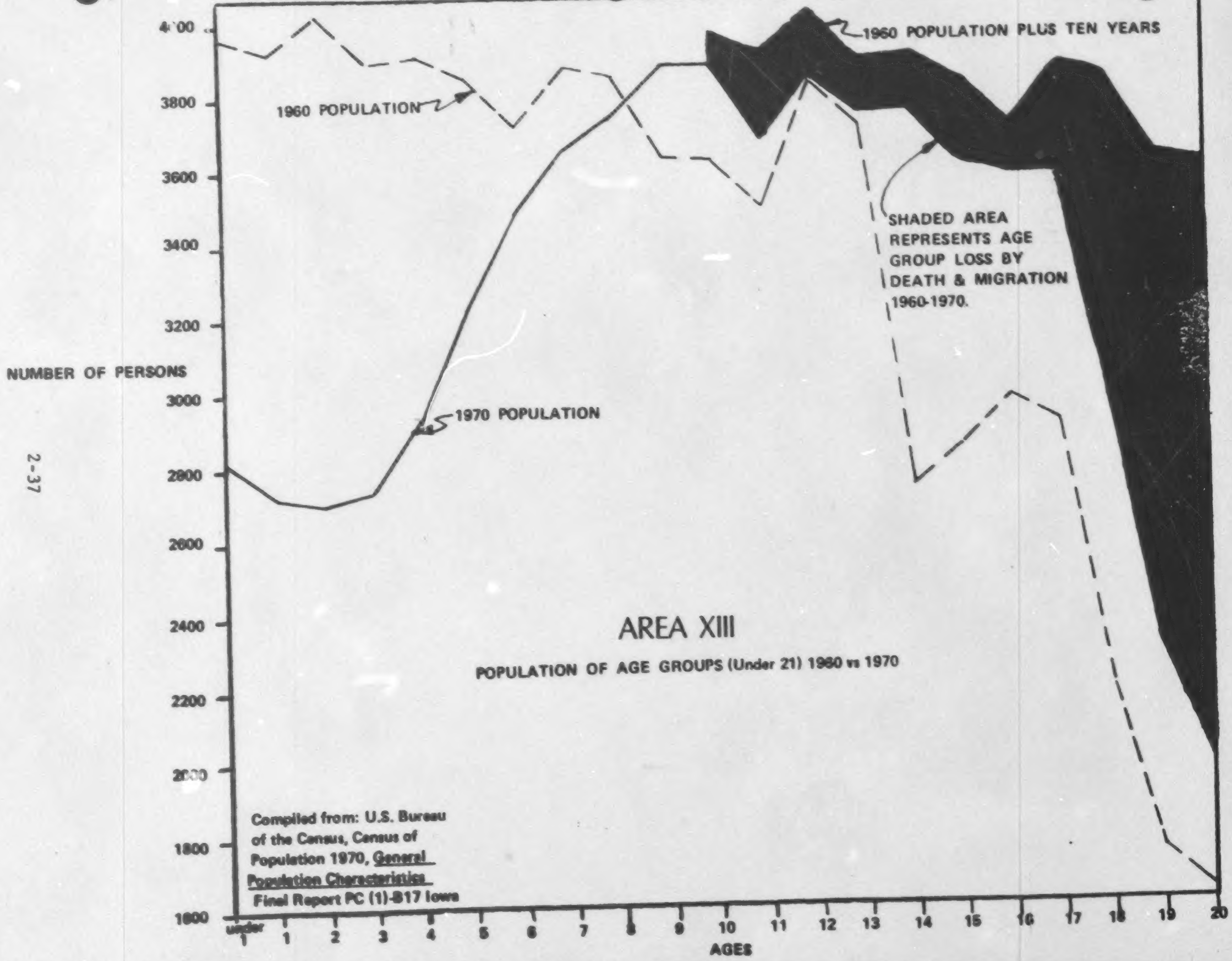
POPULATION OF AGE GROUPS (Under 21) 1960 vs 1970

Compiled from: U.S. Bureau of the Census, Census of Population 1970, General Population Characteristics Final Report PC (1)-B17 Iowa

For the Counties of Crawford, Cherokee, Ida, Monona, Plymouth, and Woodburg.

FIGURE P

For the Counties of Cass, Fremont, Harrison, Mills, Page, [illegible]watamie, and Shelby.



AREA XIII

POPULATION OF AGE GROUPS (Under 21) 1960 vs 1970

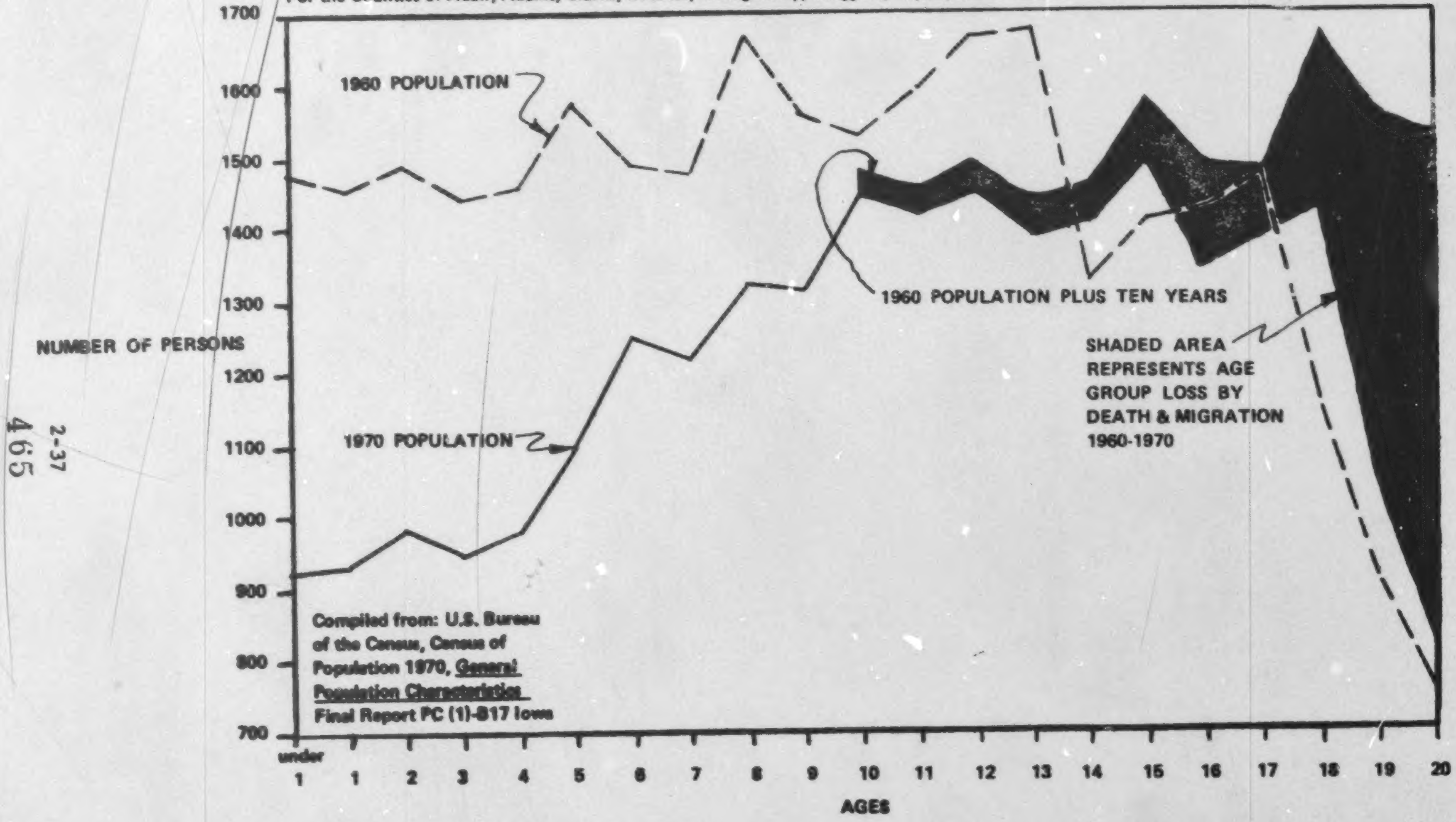
Compiled from: U.S. Bureau of the Census, Census of Population 1970, General Population Characteristics Final Report PC (1)-B17 Iowa

FIGURE P

AREA XIV

POPULATION OF AGE GROUPS (Under 21) 1960 vs 1970

For the Counties of Adair, Adams, Clarke, Decatur, Montgomery, Ringgold, Taylor, and Union.



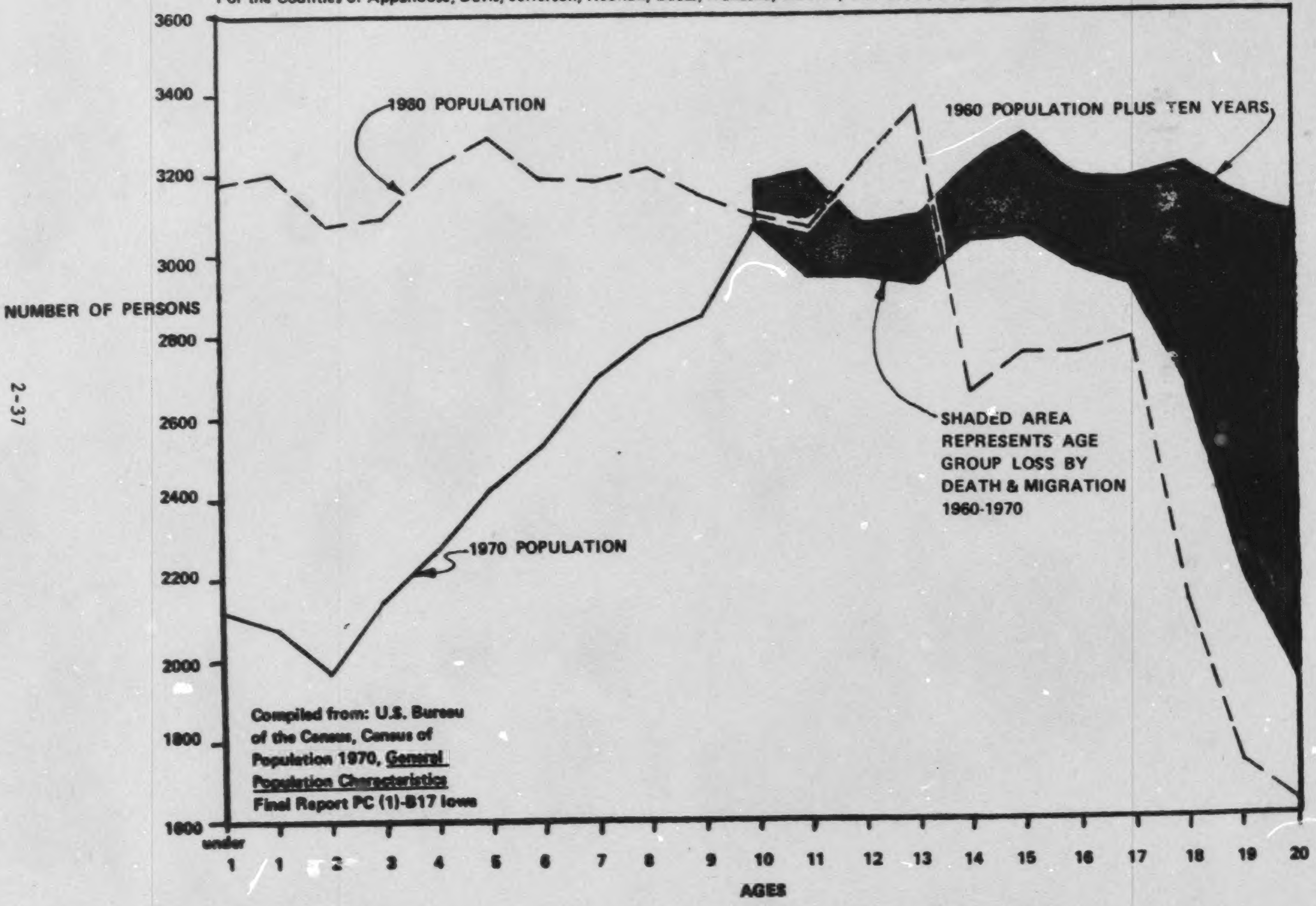
Compiled from: U.S. Bureau of the Census, Census of Population 1970, General Population Characteristics Final Report PC (1)-B17 Iowa

FIGU P

AREA XV

POPULATION OF AGE GROUPS (Under 21) 1960 vs 1970

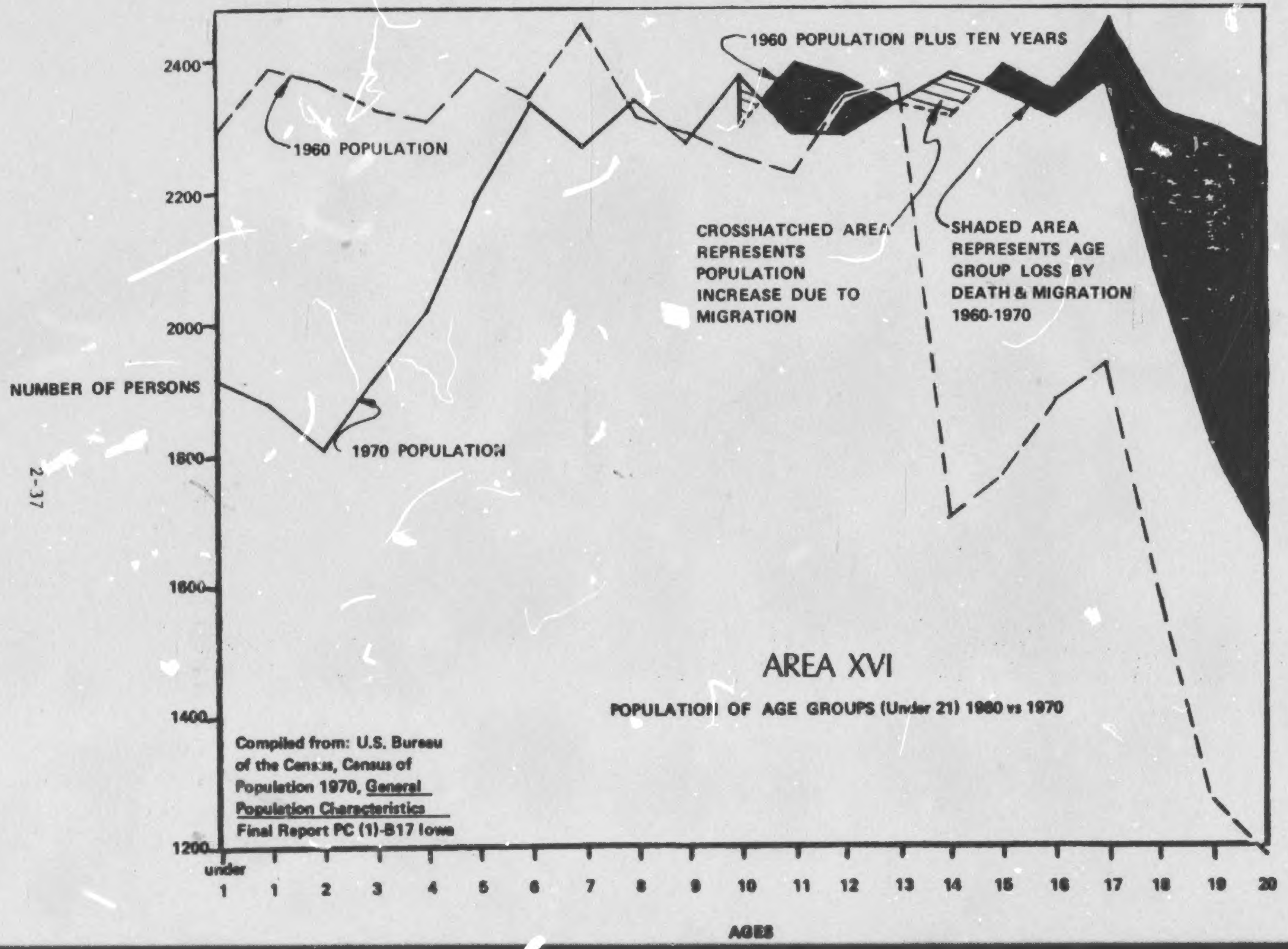
For the Counties of Appanoose, Davis, Jefferson, Keokuk, Lucas, Mahaska, Monroe, Van Buren, Wapello, and Wayne



Compiled from: U.S. Bureau of the Census, Census of Population 1970, General Population Characteristics Final Report PC (1)-B17 Iowa

FIGURE P

For the Counties of Des Moines, Henry, Lee and Louisa



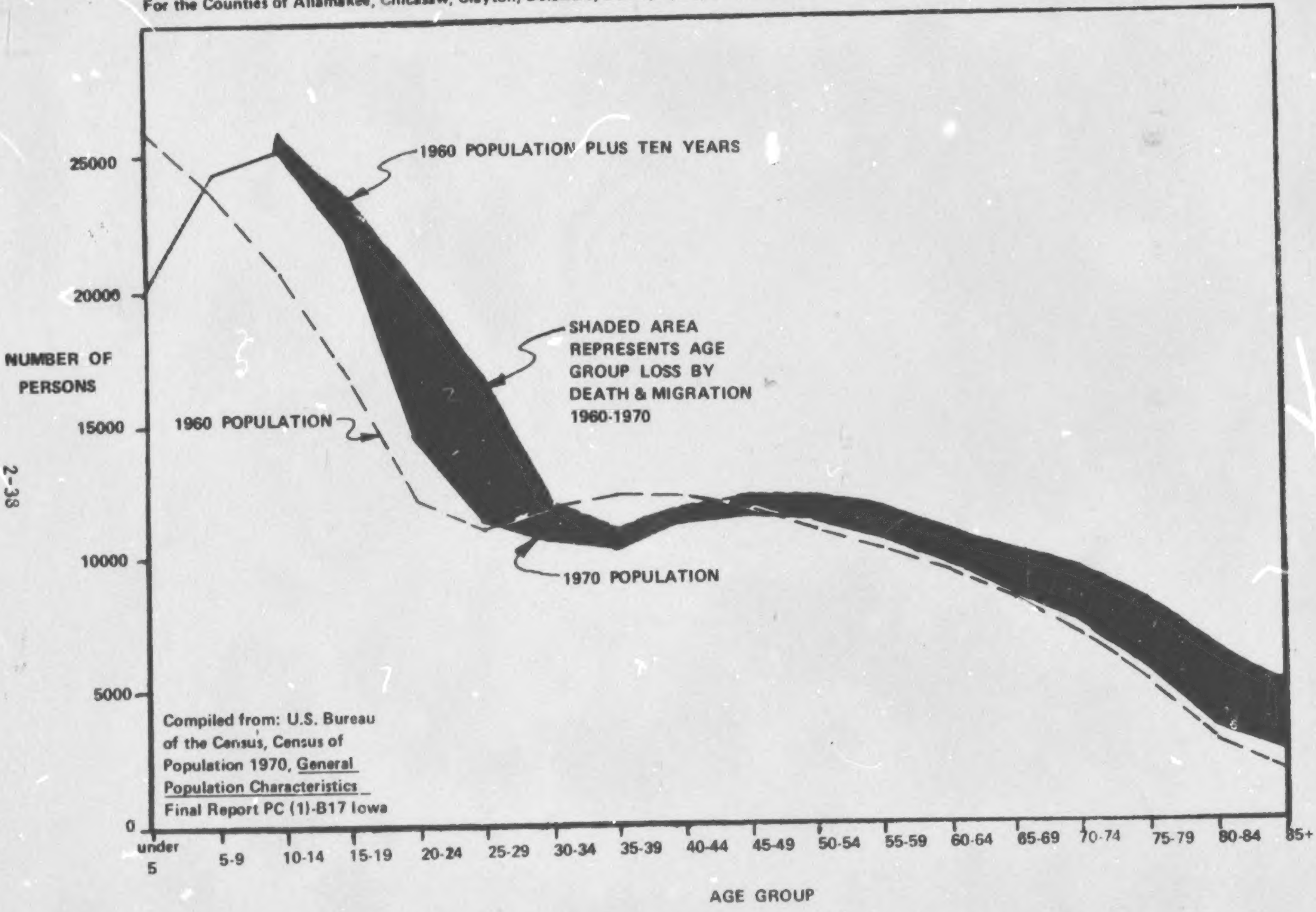
Compiled from: U.S. Bureau of the Census, Census of Population 1970, General Population Characteristics Final Report PC (1)-B17 Iowa

FIGURE Q

AREA I

POPULATION COMPARISON – 1960 vs 1970 – ALL AGE GROUPS

For the Counties of Allamakee, Chicasaw, Clayton, Delaware, Dubuque, Fayette, Howard, and Winneshiek



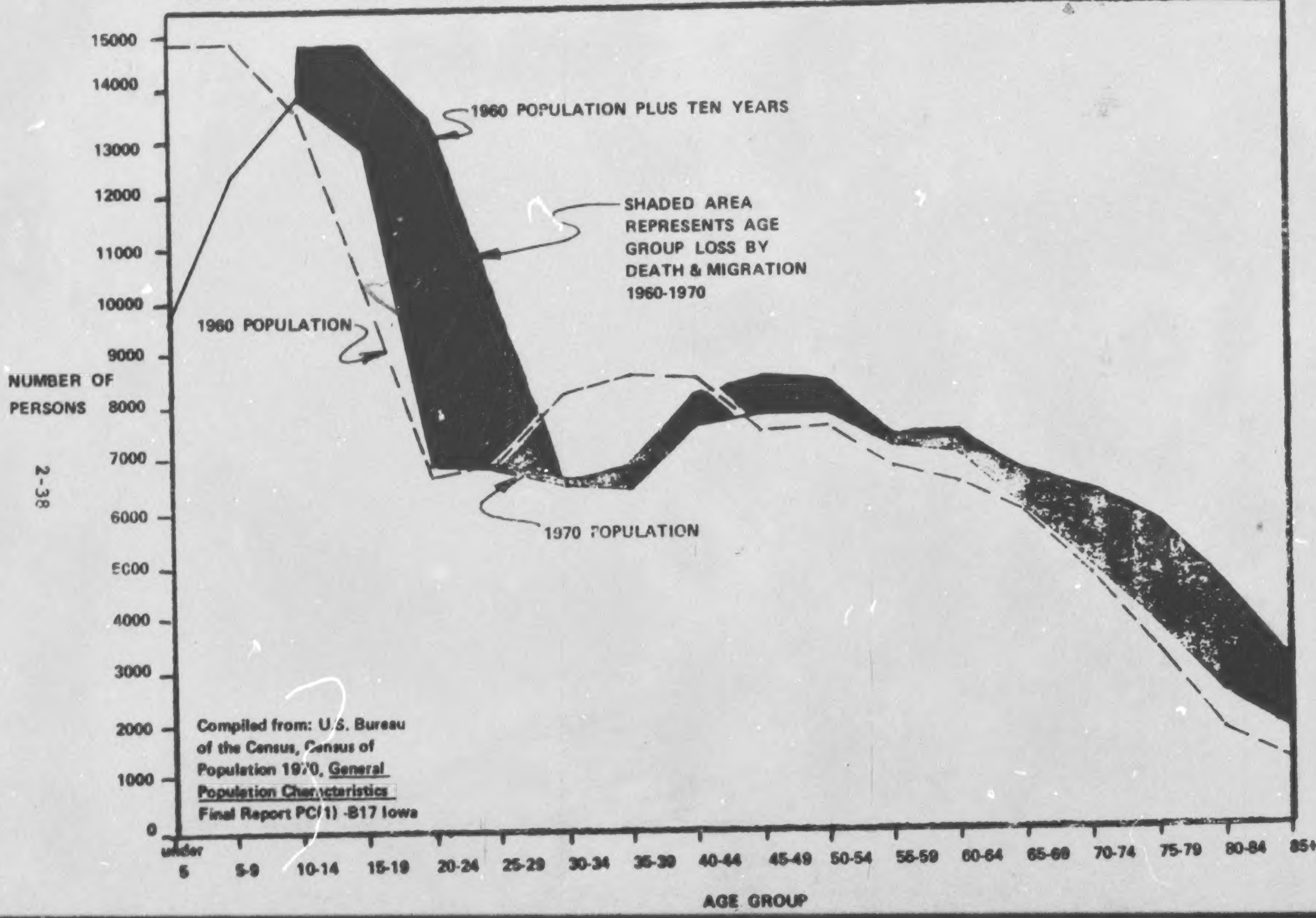
Compiled from: U.S. Bureau of the Census, Census of Population 1970, General Population Characteristics Final Report PC (1)-B17 Iowa

FIGURE Q

AREA II

POPULATION COMPARISON – 1960 vs 1970 – ALL AGE GROUPS

For the Counties of Cerro Gordo, Floyd, Franklin, Hancock, Mitchell, Winnebago and Worth.



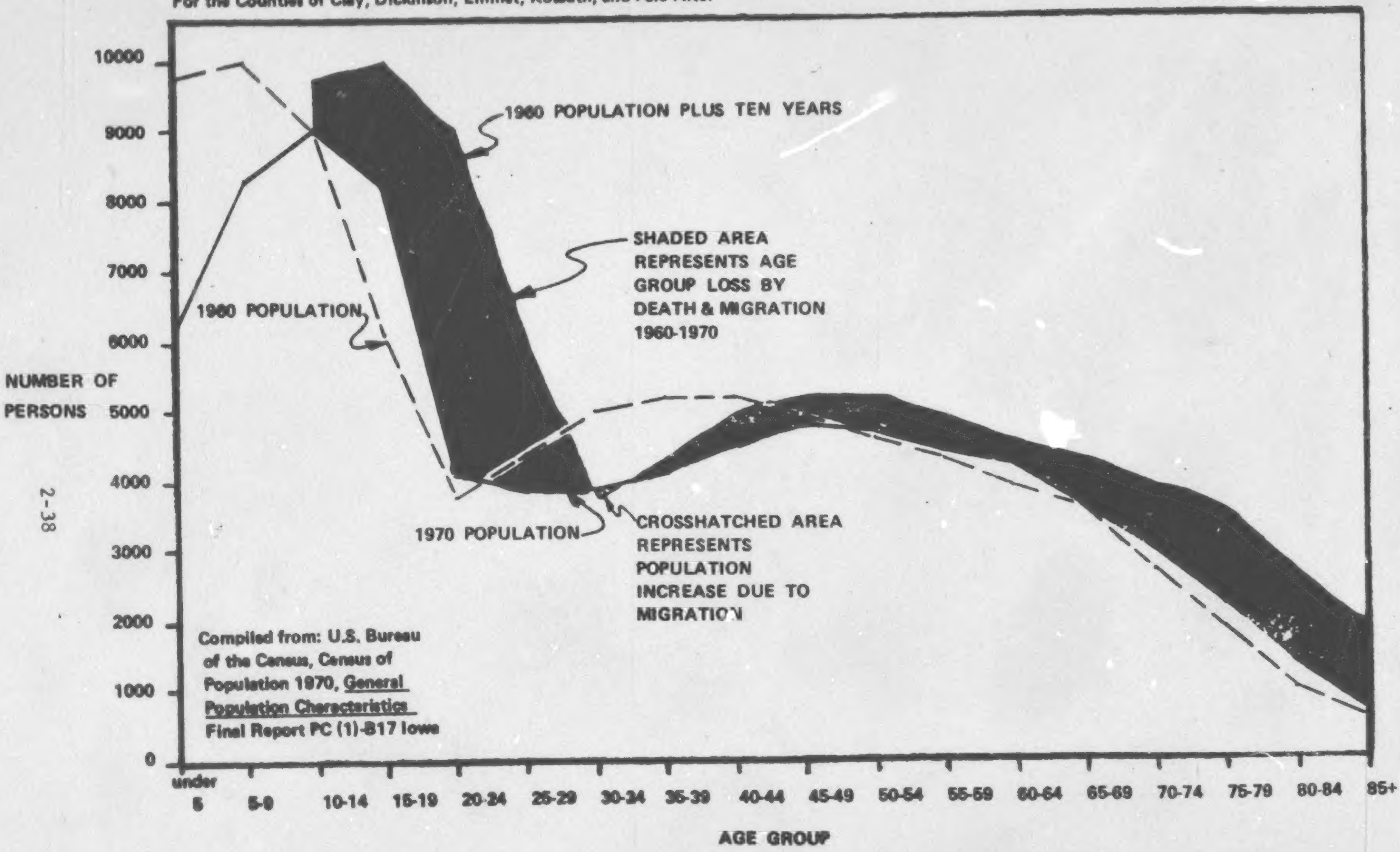
Compiled from: U.S. Bureau of the Census, Census of Population 1970, General Population Characteristics Final Report PC(1) -B17 Iowa

FIGURE Q

AREA III

POPULATION COMPARISON – 1960 vs 1970 – ALL AGE GROUPS

For the Counties of Clay, Dickinson, Emmet, Kossuth, and Palo Alto.



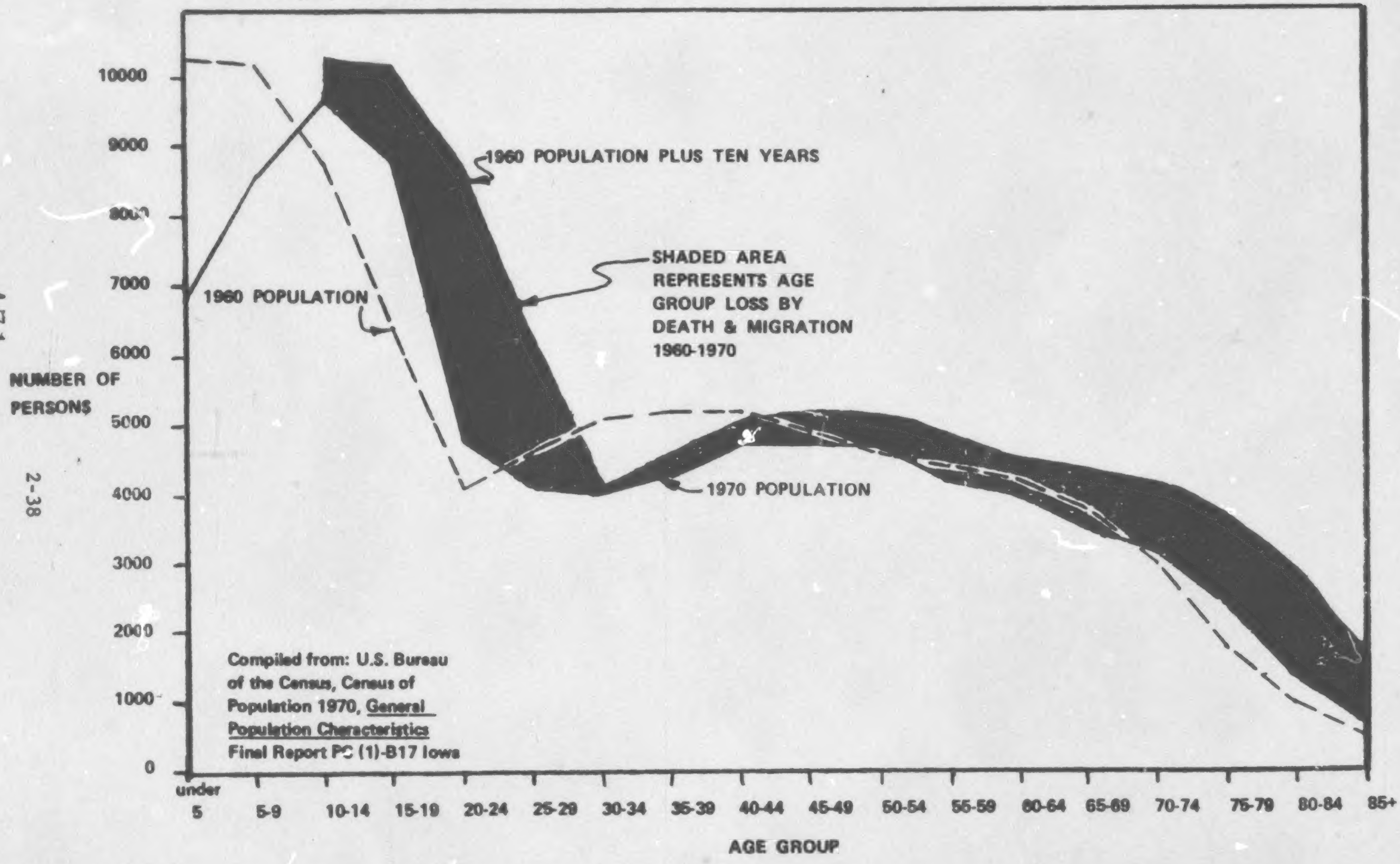
Compiled from: U.S. Bureau of the Census, Census of Population 1970, General Population Characteristics Final Report PC (1)-B17 Iowa

FIGURE Q

AREA IV

POPULATION COMPARISON – 1960 vs 1970 – ALL AGE GROUPS

For the Counties of Cherokee, Lyon, O'Brien, Osceola, and Sioux



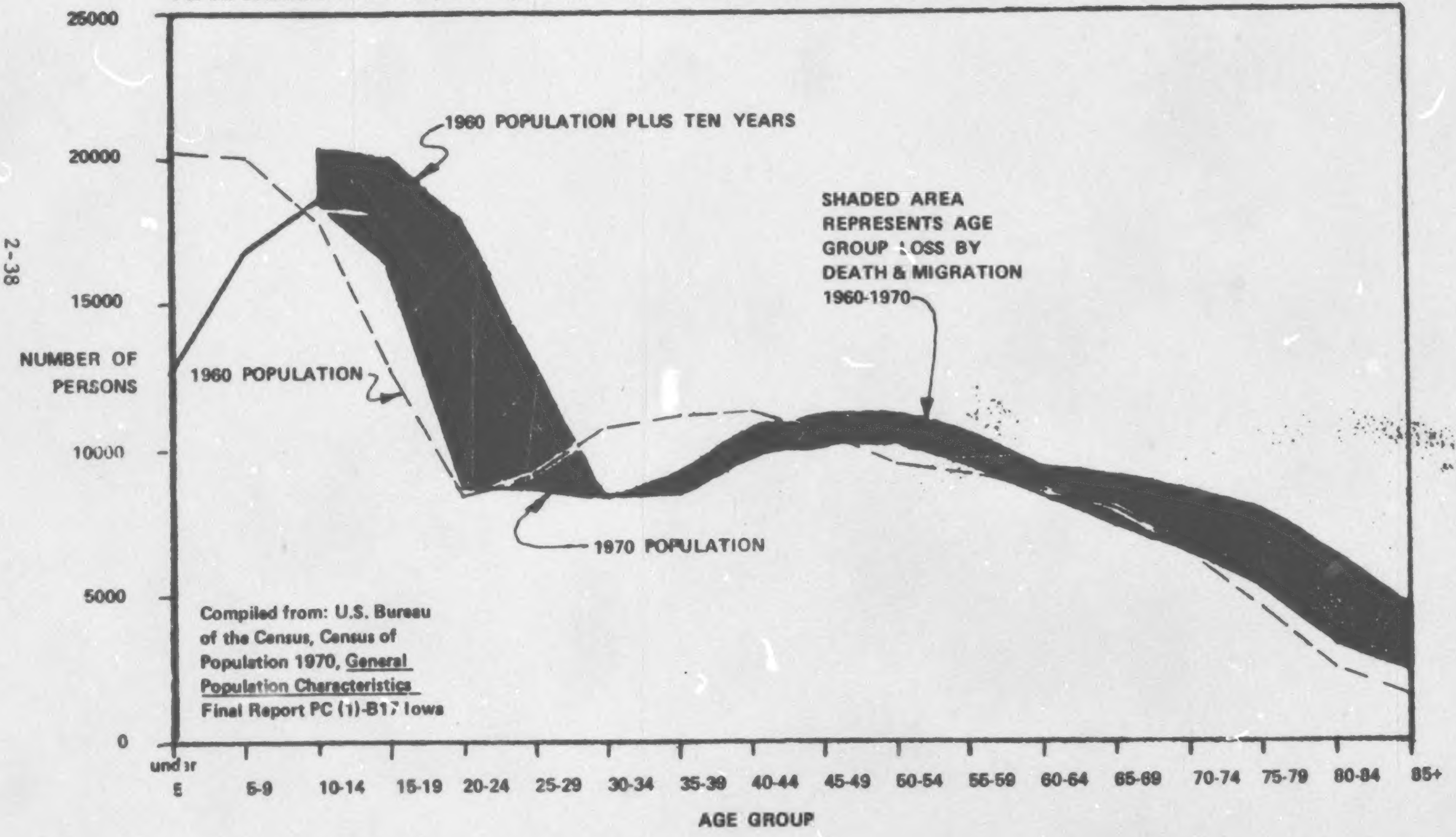
Compiled from: U.S. Bureau of the Census, Census of Population 1970, General Population Characteristics Final Report PC (1)-B17 Iowa

FIGURE Q

AREA V

POPULATION COMPARISON – 1960 vs 1970 – ALL AGE GROUPS

For the Counties of Buena Vista, Calhoun, Greene, Hamilton, Humboldt, Pocahontas, Sac, Webster, and Wright



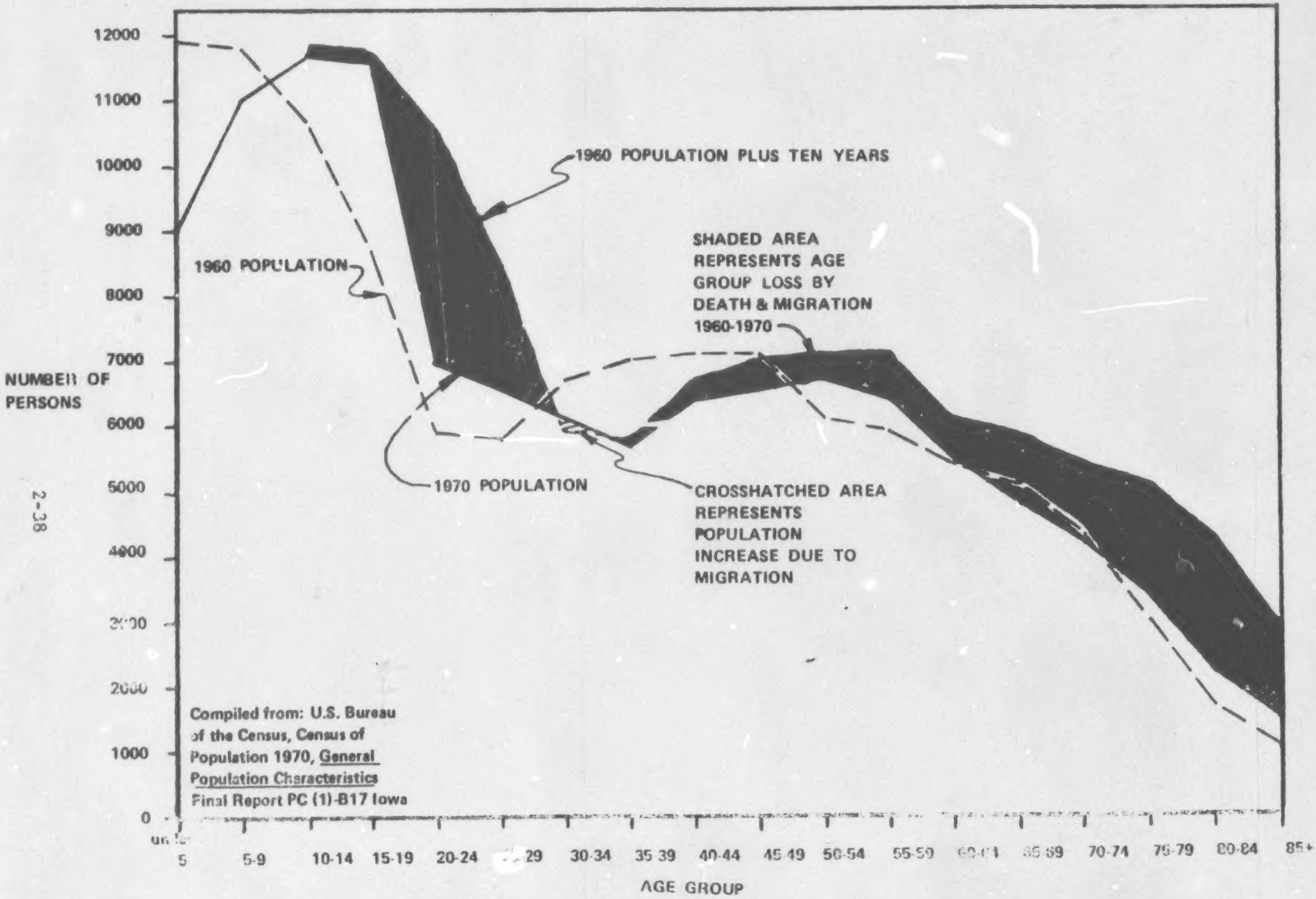
Compiled from: U.S. Bureau of the Census, Census of Population 1970, General Population Characteristics Final Report PC (1)-B17 Iowa

FIGURE Q

AREA VI

POPULATION COMPARISON – 1960 vs 1970 – ALL AGE GROUPS

For the Counties of Hardin, Marshall, Pweshiek, Grundy, and Tama

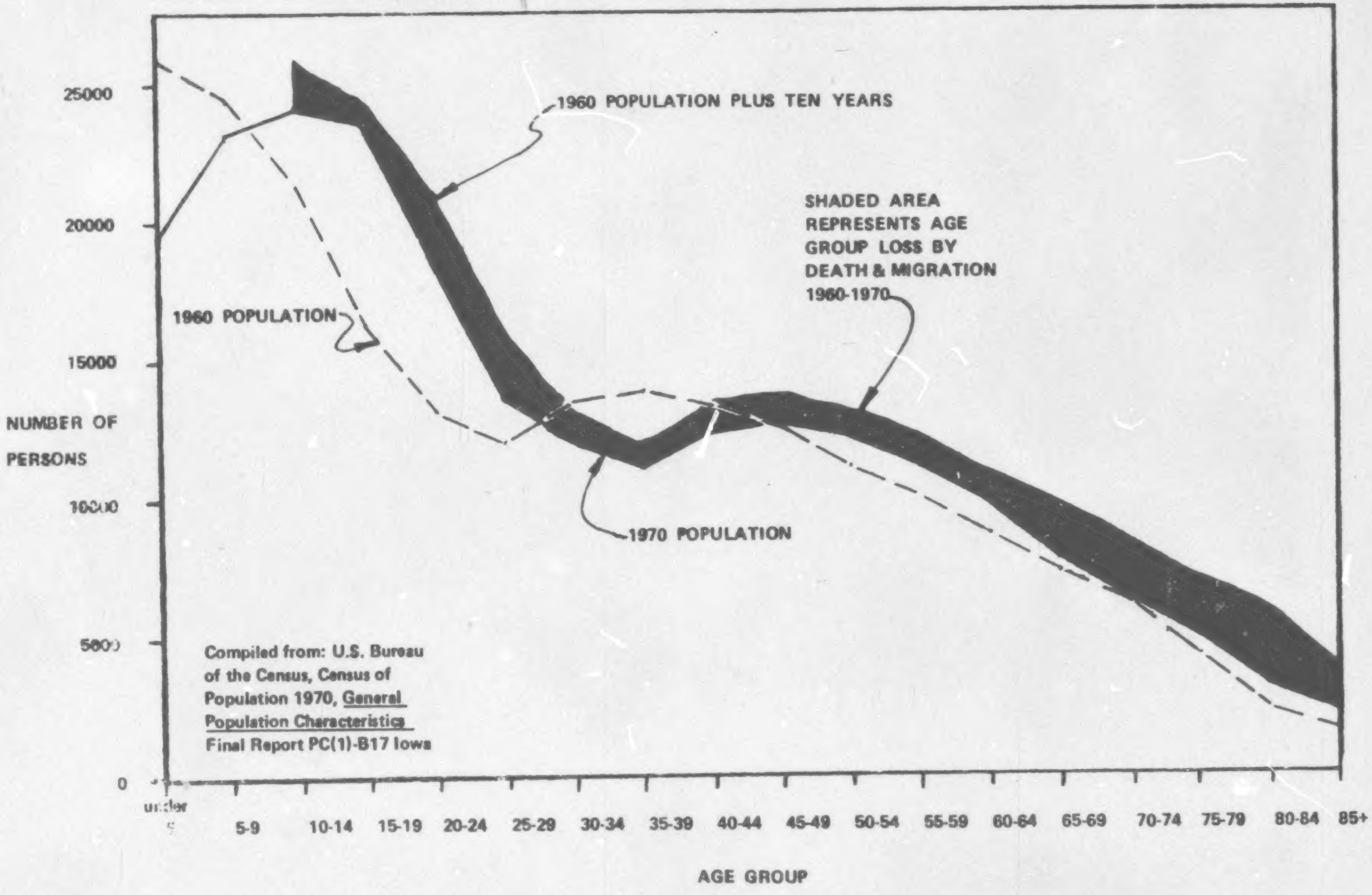


Compiled from: U.S. Bureau of the Census, Census of Population 1970, General Population Characteristics Final Report PC (1)-B17 Iowa

AREA VII

POPULATION COMPARISON – 1960 vs 1970 – ALL AGE GROUPS

For the Counties of Blackhawk, Bremer, Buchanan, Butler, Grundy and Tama



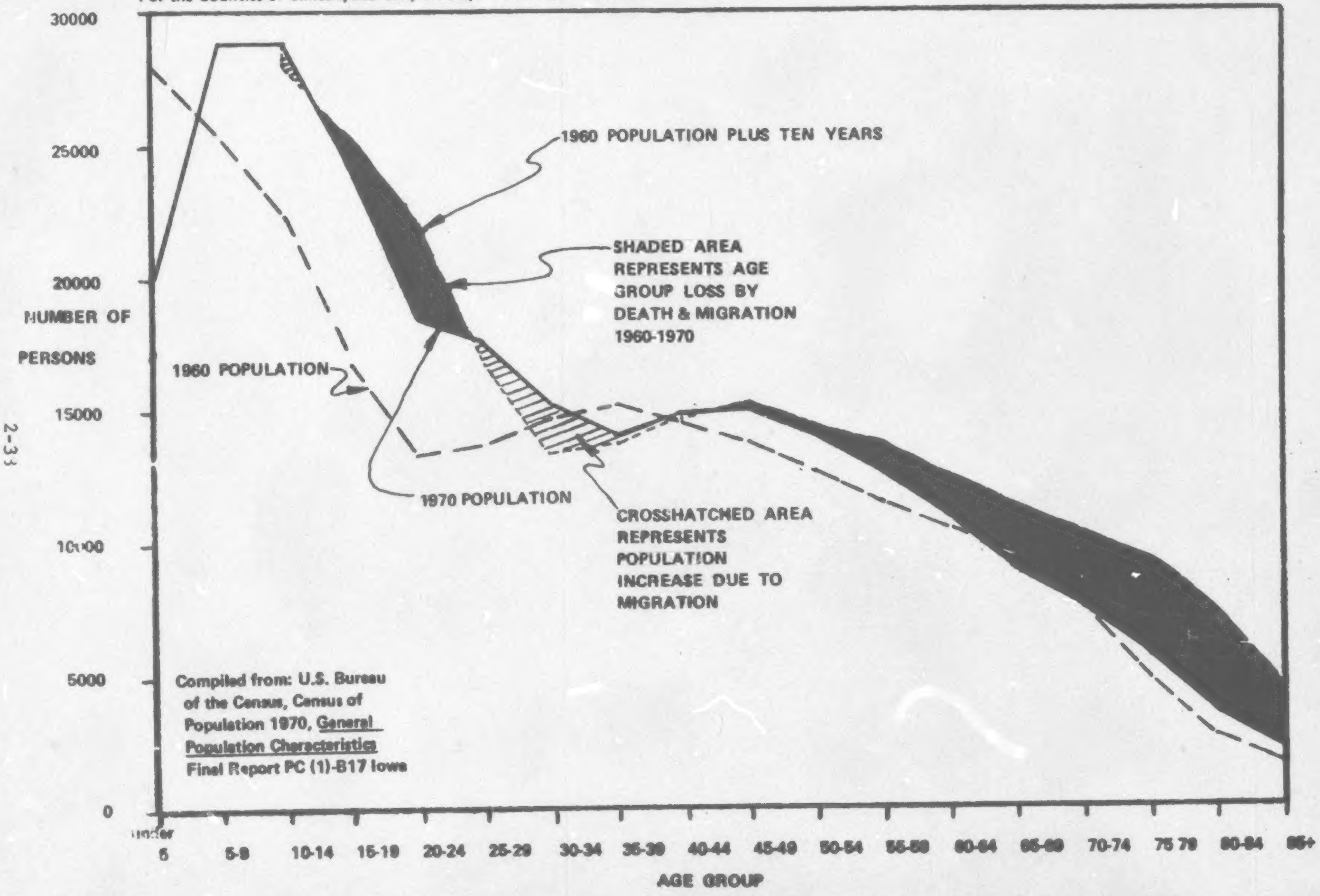
Compiled from: U.S. Bureau of the Census, Census of Population 1970, General Population Characteristics Final Report PC(1)-B17 Iowa

FIG. [illegible] a

AREA IX

POPULATION COMPARISON – 1960 vs 1970 – ALL AGE GROUPS

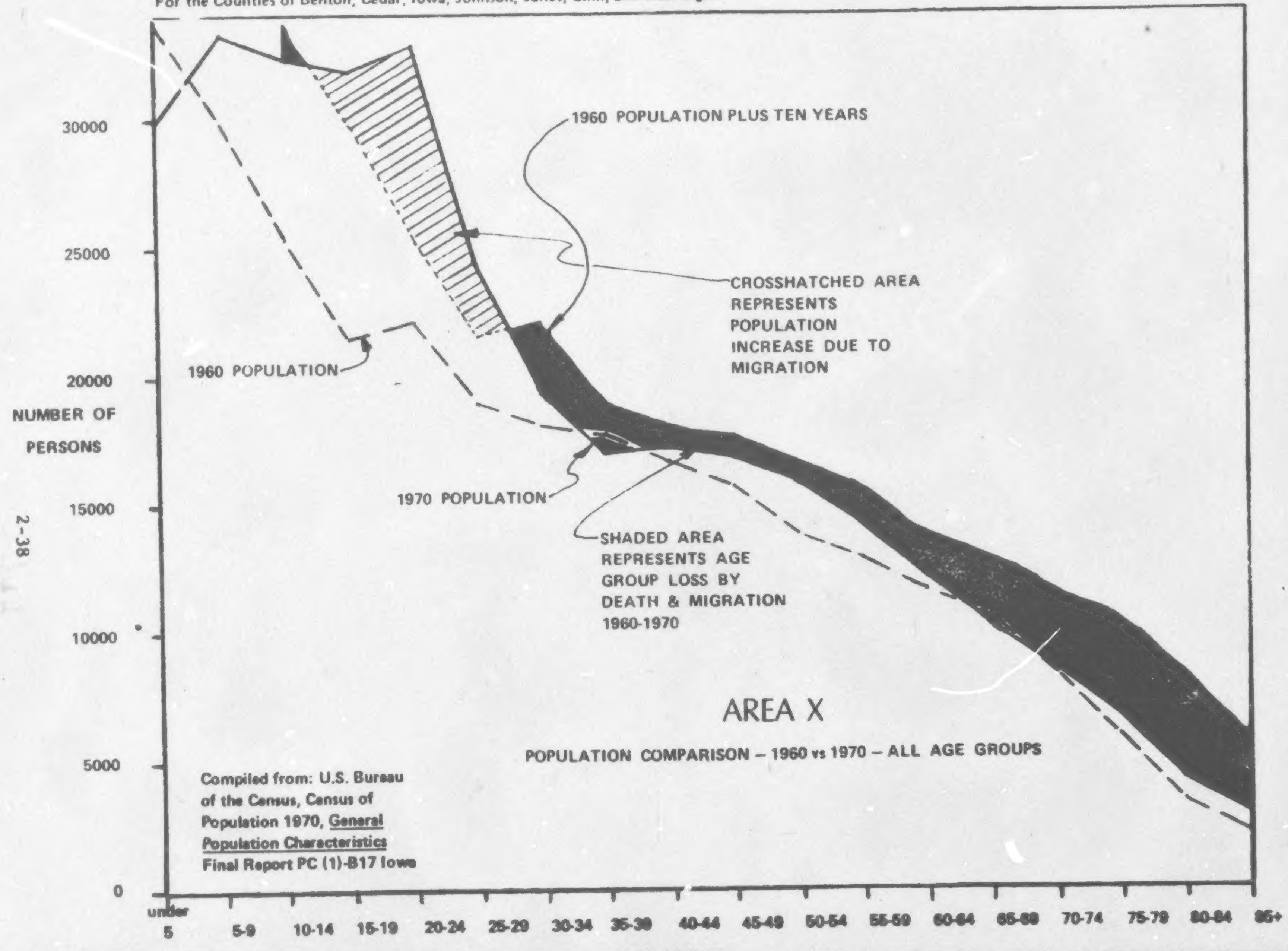
For the Counties of Clinton, Jackson, Louisa, Muscatine, and Scott



Compiled from: U.S. Bureau of the Census, Census of Population 1970, General Population Characteristics Final Report PC (1)-B17 Iowa

FIGURE Q

For the Counties of Benton, Cedar, Iowa, Johnson, Jones, Linn, and Washington



AREA X

POPULATION COMPARISON – 1960 vs 1970 – ALL AGE GROUPS

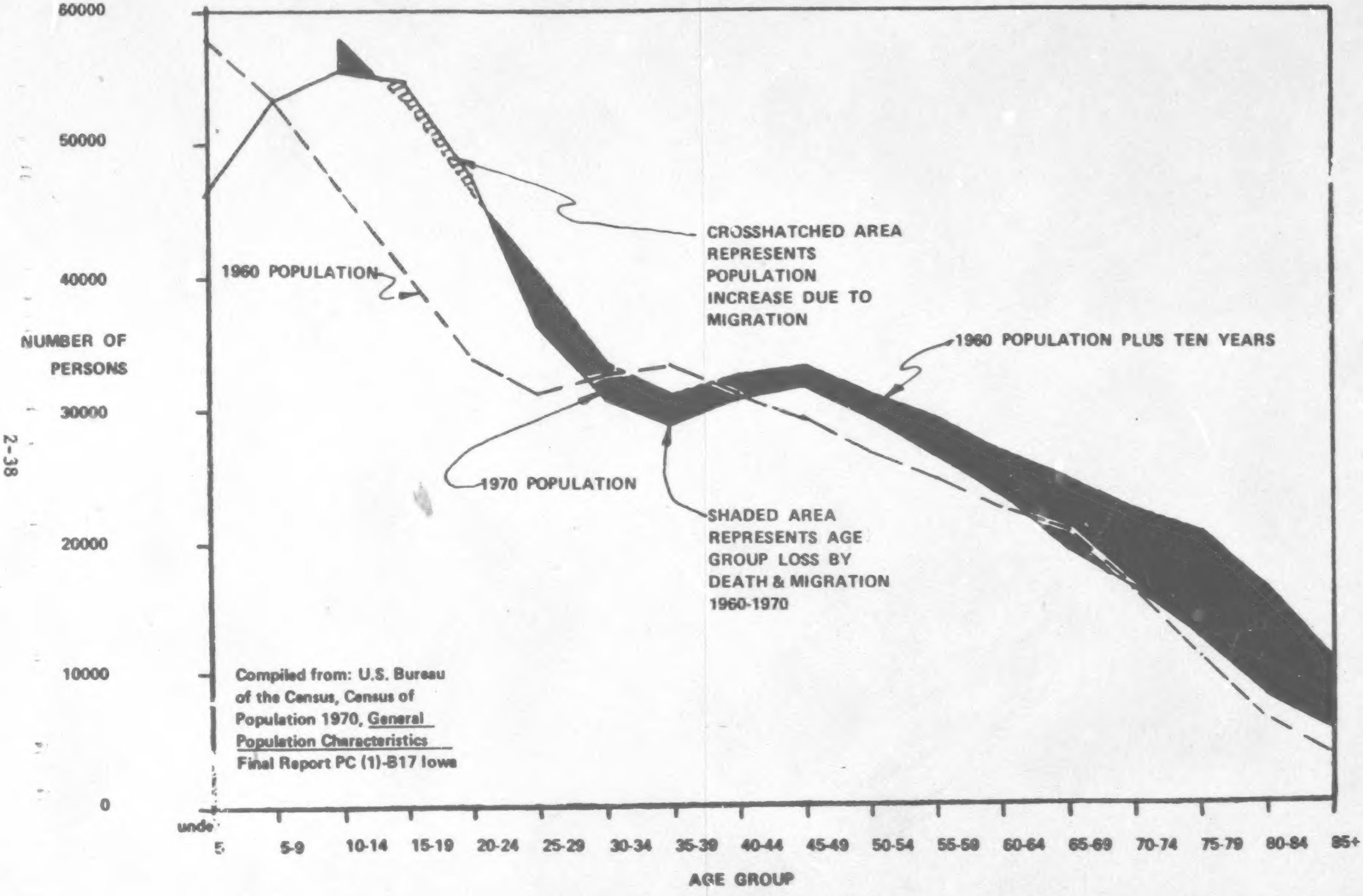
Compiled from: U.S. Bureau of the Census, Census of Population 1970, General Population Characteristics Final Report PC (1)-B17 Iowa

RE Q

AREA XI

POPULATION COMPARISION – 1960 vs 1970 – ALL AGE GROUPS

For the Counties of Audobon, Boone, Carroll, Dallas, Guthrie, Jasper, Madison, Marion, Polk, Story and Warren



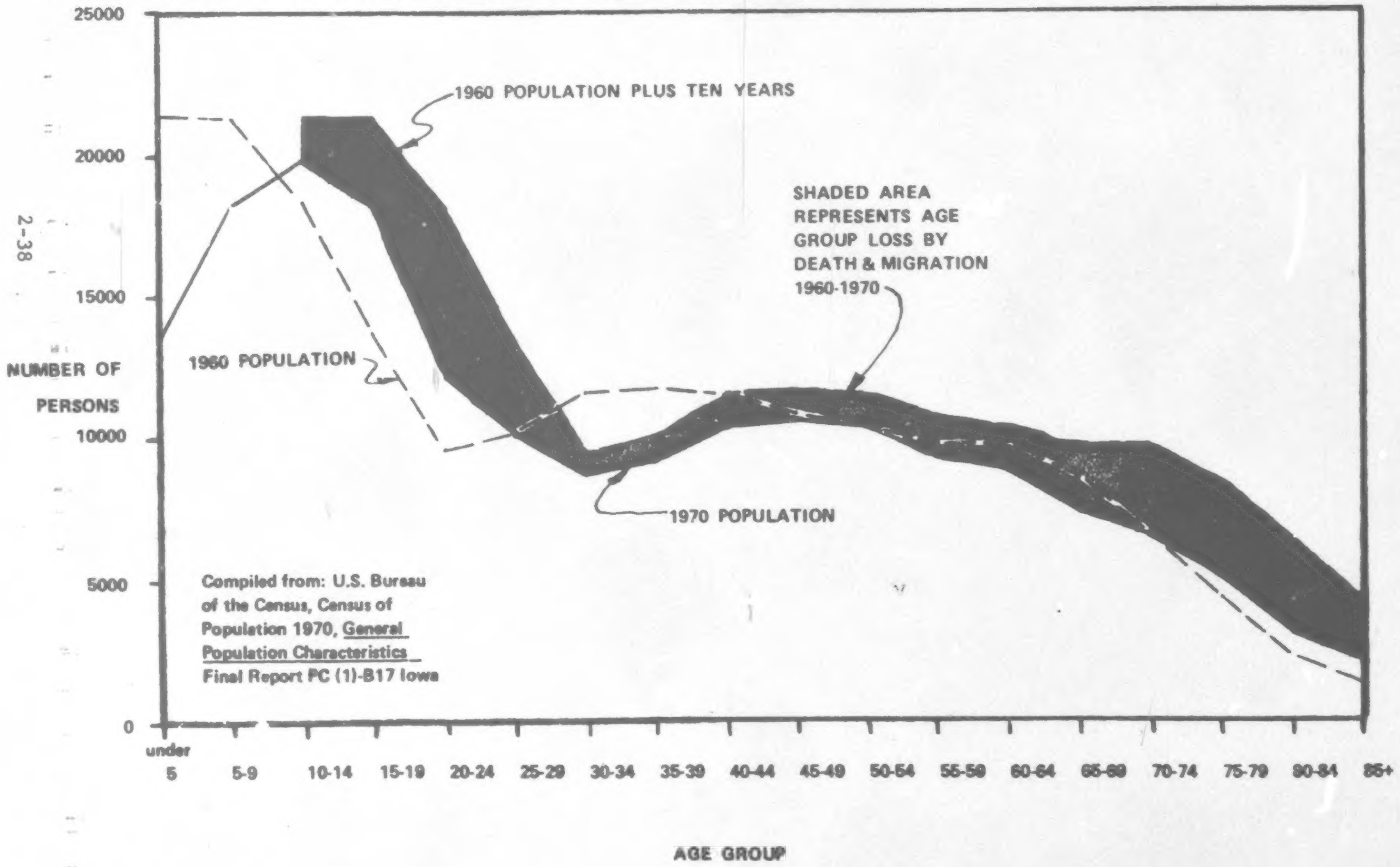
Compiled from: U.S. Bureau of the Census, Census of Population 1970, General Population Characteristics Final Report PC (1)-B17 Iowa

FIGURE Q

AREA XII

POPULATION COMPARISON – 1960 vs 1970 – ALL AGE GROUPS

For the Counties of Crawford, Cherokee, Ida, Monona, Plymouth, and Woodbury



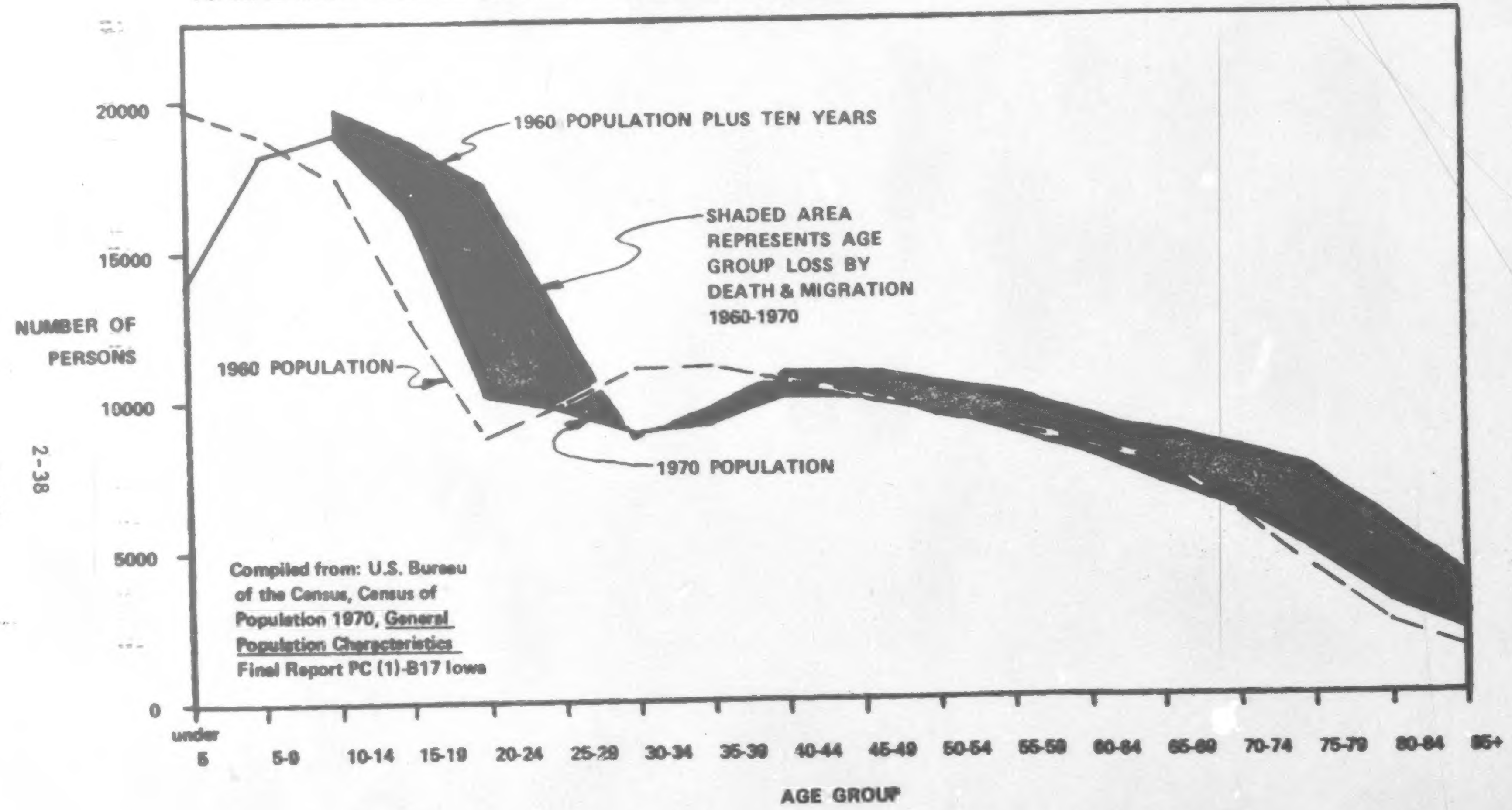
Compiled from: U.S. Bureau of the Census, Census of Population 1970, General Population Characteristics Final Report PC (1)-B17 Iowa

FIGURE Q

AREA XIII

POPULATION COMPARISON – 1960 vs 1970 – ALL AGE GROUPS

For the Counties of Cass, Fremont, Harrison, Mills, Page, Pottawatamie, and Shelby.



Compiled from: U.S. Bureau of the Census, Census of Population 1970, General Population Characteristics Final Report PC (1)-B17 Iowa

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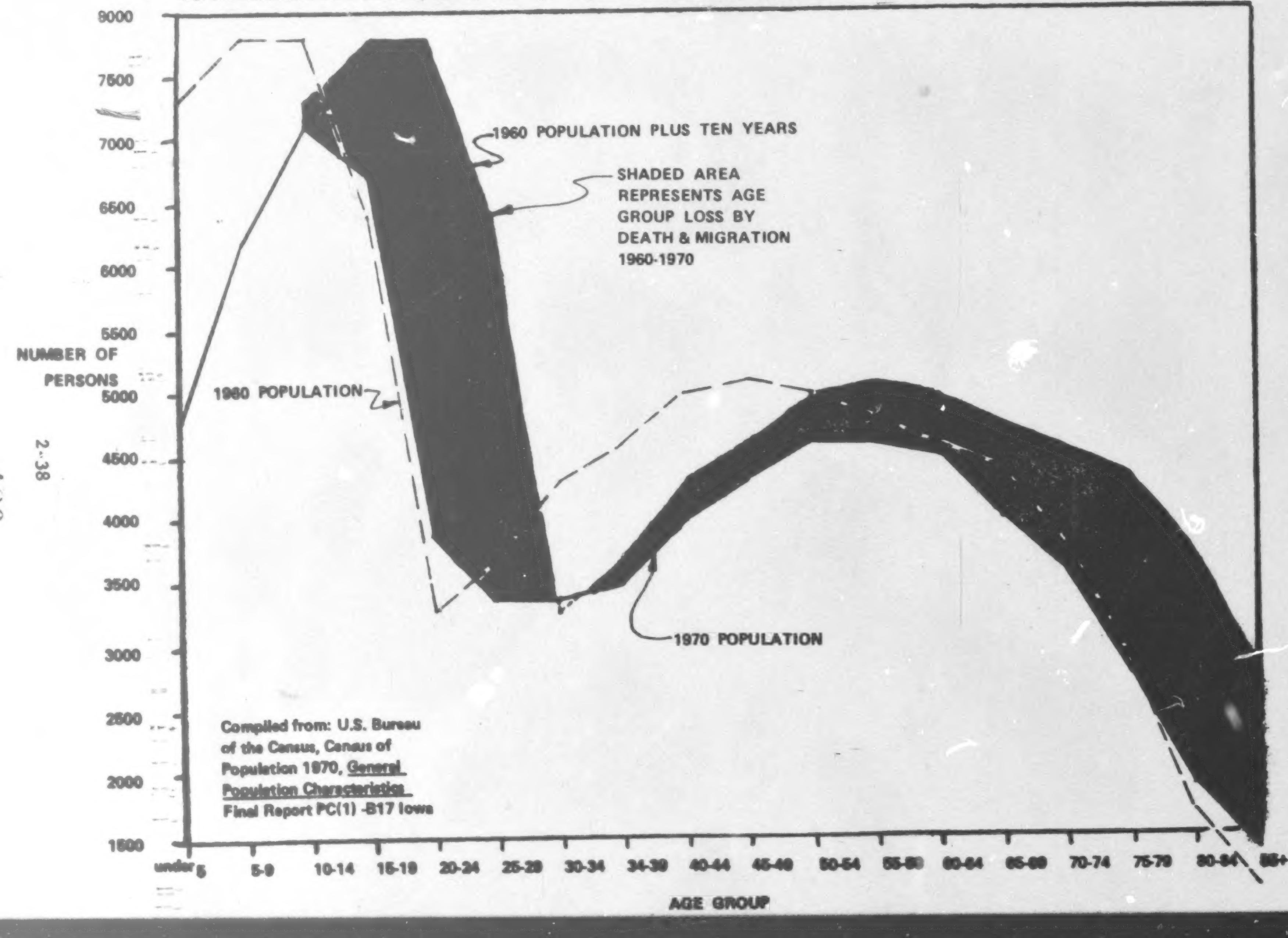
)URE Q

AREA XIV

POPULATION COMPARISON – 1960 vs 1970 – ALL AGE GROUPS

For the Counteis of Adair, Adams, Clarke, Decatur, Montgomery, Ringgold, Taylor, and Union



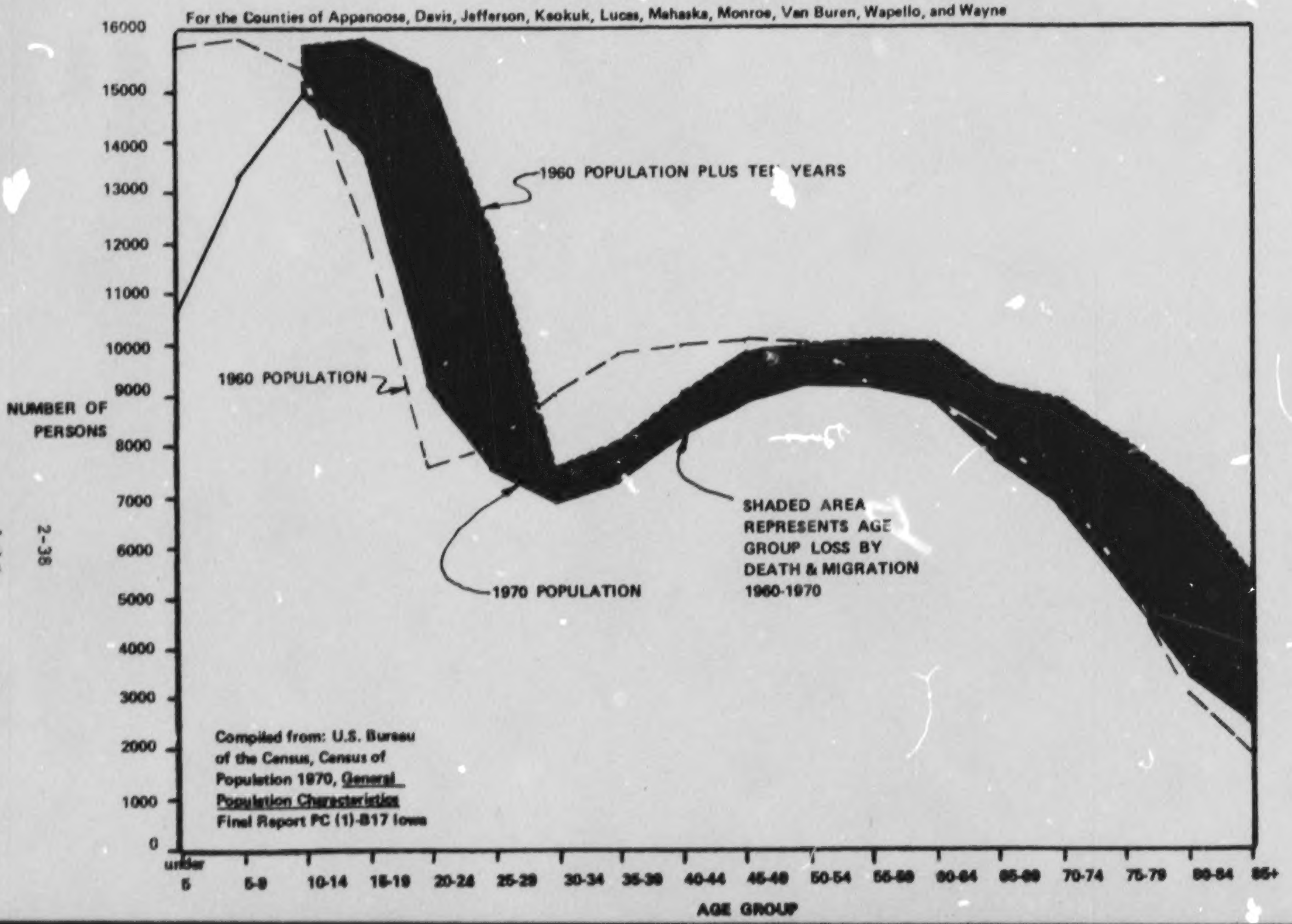
Compiled from: U.S. Bureau of the Census, Census of Population 1970, General Population Characteristics Final Report PC(1) -B17 Iowa

FIGURE Q

AREA XV

POPULATION COMPARISON – 1960 vs 1970 – ALL AGE GROUPS

For the Counties of Appanoose, Davis, Jefferson, Keokuk, Lucas, Mahaska, Monroe, Van Buren, Wapello, and Wayne



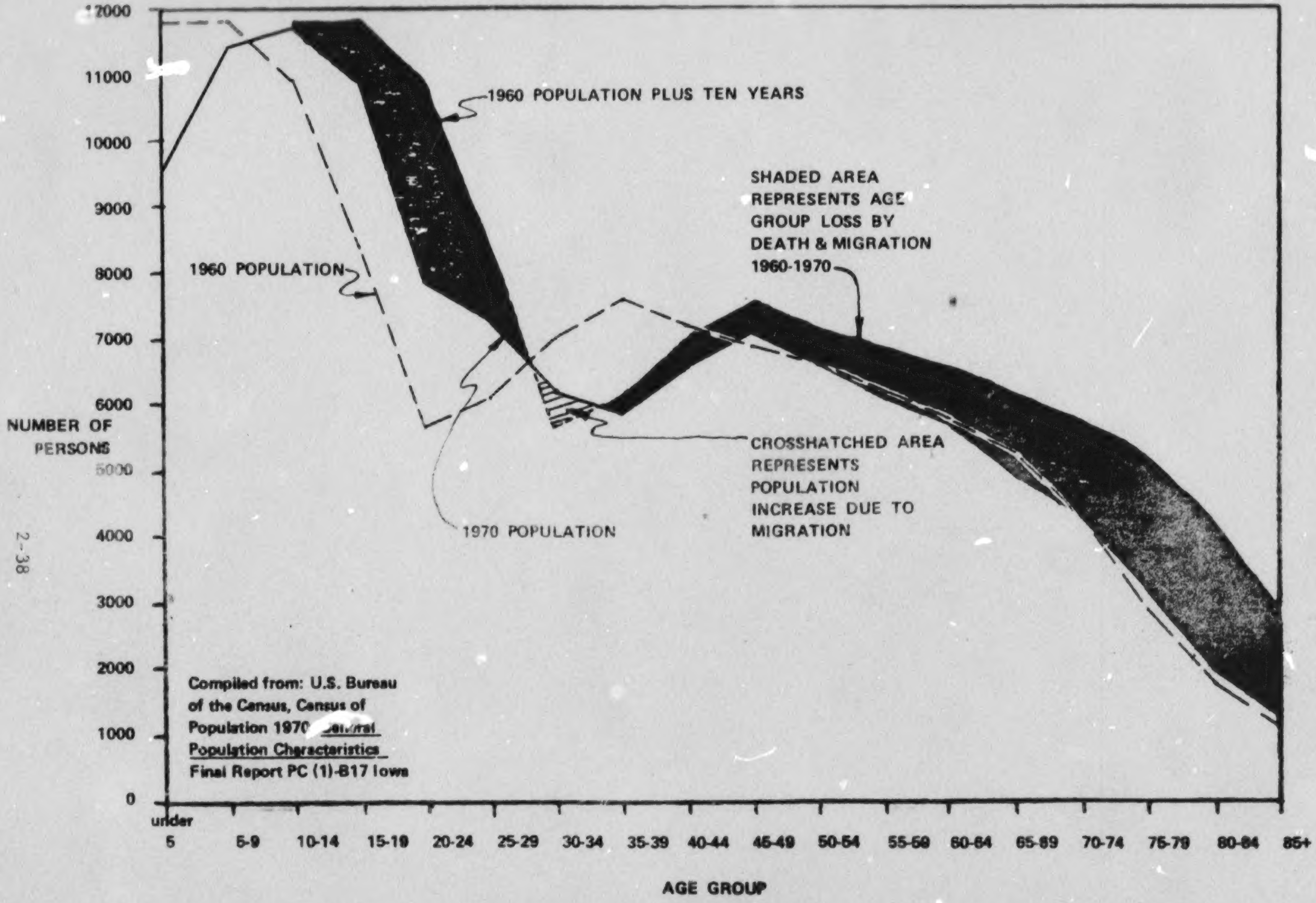
Compiled from: U.S. Bureau of the Census, Census of Population 1970, General Population Characteristics Final Report PC (1)-B17 Iowa

FIGURE Q

REA XVI

POPULATION COMPARISON – 1960 vs 1970 – ALL AGE GROUPS

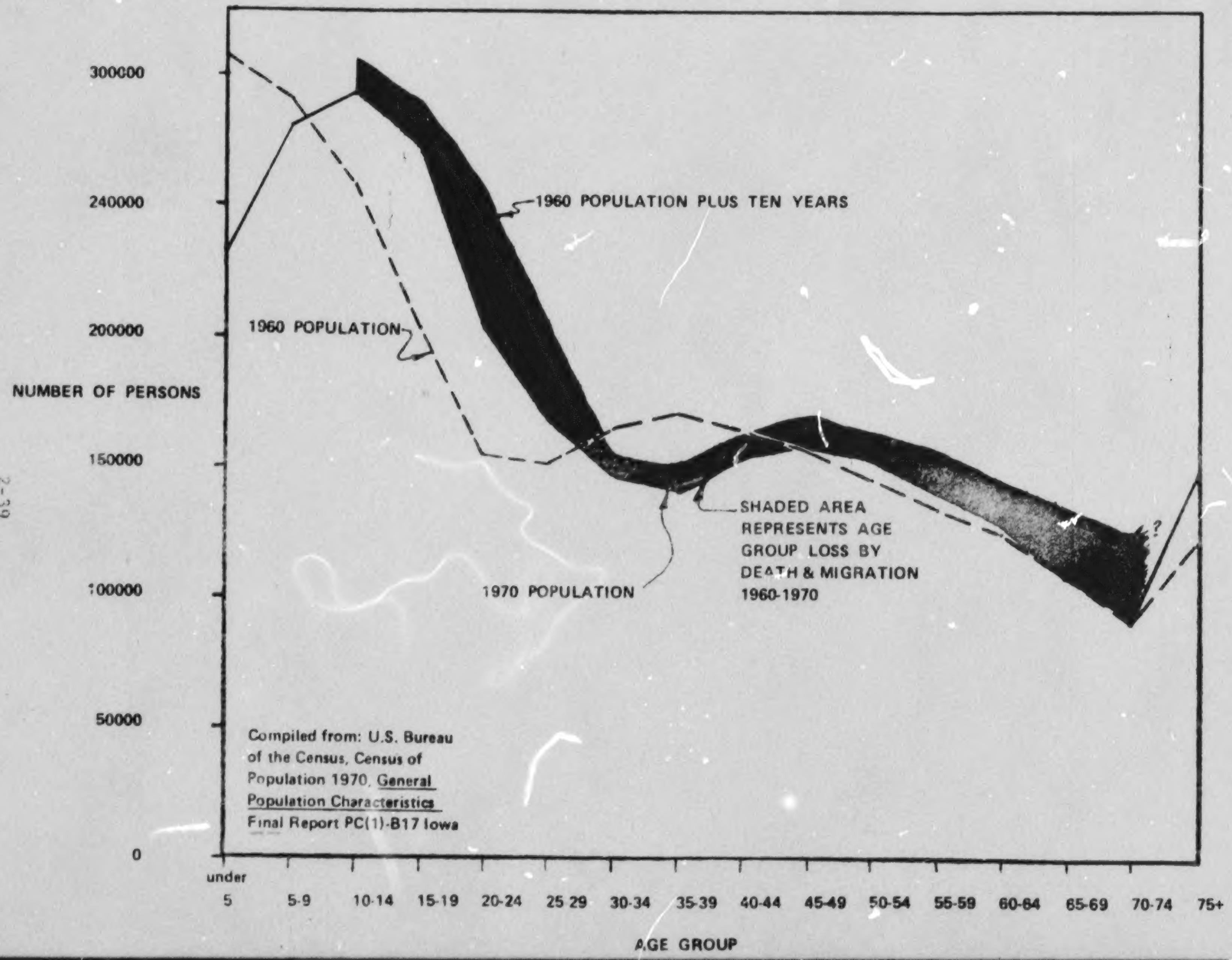
For the Counties of Des Moines, Henry, Lee and Louisa



Compiled from: U.S. Bureau of the Census, Census of Population 1970 General Population Characteristics Final Report PC (1)-B17 Iowa

STATE OF IOWA FIGURE R

POPULATION COMPARISON – 1960 vs 1970 – ALL AGE GROUPS



Compiled from: U.S. Bureau of the Census, Census of Population 1970, General Population Characteristics Final Report PC(1)-B17 Iowa

There is undoubtedly a significant migration within the boundaries of Area I. Tables IX-A through IX-H display the age group comparisons for each of the counties of Area I. No horizontal or diagonal change columns are shown, though from the raw data presented, if desired, they can be easily calculated.

It is apparent that only three of the eight counties, Delaware, Dubuque, and Winneshiek had population gains, while the other five counties had population losses from 1960 to 1970. A summary of some of the pertinent findings of such a county-by-county comparison follows:

In Allamakee County there were 191 fewer 10-15 year olds than would be expected, for a loss of 10.1%. In Chickasaw county, however, that group had an 18 person increase, for a 1.0% change. In Clayton county the loss was 62, or -2.6%; in Delaware county it was 10, or -0.4%; in Dubuque county it was 27, or -0.3%; in Fayette county it was 286, or -9.1%; in Howard county it was 40, or -3.0%; and in Winneshiek county it was228 or -8.9%.

Allamakee county lost 22.0% of its 1960 5-9 year old persons by the time they reached the 15-19 year category. Five other counties had similar experiences: Chickasaw, -19.0%; Clayton, -19.8%; Delaware, -19.4%; Fayette, -10.8%; and Howard, -26.1%. Dubuque, +0.5% and Winneshiek, +21.4% showed growth in this age group.

The most significant disparity occurred in the next five-year age category. In two counties, Dubuque, -2.4%, and Winneshiek, -2.4%, there was little loss of the age group 10-14 by the time those persons reached 20-24. In five of the counties that loss was half or more of the age group: Allamakee, -56.0%; Chickasaw, -55.2%; Clayton, 55.2%; Delaware, -50.1%; and Howard -68.2%. Fayette lost 39.7% of its population in that age category cohort. The reasons for this phenomenon are clearly associated with two factors: available institutions of higher education and available jobs for young persons in Dubuque, Winneshiek, and Fayette counties, and the lack of both in the remaining five.

There was a continued drop by county in the next five-year cohort, the 15-19 year olds when they reached 25-29: -38.3% in Allamakee; -29.8% in Chickasaw; -35.8% in Clayton; -35.6% in Delaware; -19.5% in Dubuque; -42.4% in Fayette; -50.3% in Howard; and -51.5% in Winneshiek. These percentages are even more striking when one realizes that there had already been a significant loss in previous years.

Other conclusions that might be drawn concerning Tables IX-A through IX-H are left to the discretion of the reader. These tables do, however, provide the basic data for Table VIII and Figures P and Q.

It may be of some interest to look at Area I regarding total population, especially as it relates to the phenomenon of migration. The Iowa Development Commission[4] suggests that migration can be estimated by subtracting births and adding deaths to net population change. The resultant number represents migration, positive or negative, in relation to a given area. Table X displays this factor for Area I.

The most important disclosure of this table is that Area I suffered an approximate net out-migration of 17,801 persons between 1960 and 1970.

There is undoubtedly a significant migration within the boundaries of Area II. Tables IX-A through IX-G display the age group comparisons for each of the counties of Area II. No horizontal or diagonal change columns are shown, though from the raw data presented, if desired, they can be easily calculated. By doing so, the area school administrator can observe other interesting changes in the area.

For instance, every county comprising Area II lost population between 1960 and 1970, in the following amounts: Cerro Gordo, 559 or 1.1%; Floyd, 1242 or 5.9%; Franklin, 2217 or 14.3%; Hancock, 1377 or 9.4%; Mitchell, 935 or 6.7%; Winnebago, 109 or 0.8%; and Worth, 1291 or 12.6%.

It is notable that the greatest losses were in the rural counties, while the losses in the larger more industrialized counties were relatively small.

In every county there were fewer 10-14 year olds than would be expected if all of those under 5 years old were still in the area. This diagonal range from 5.2% in Winnebago to 10.5% in Franklin County. In the next age grouping, (the 5-9 year olds ten years later), there was actually an increase of 15.7% in Winnebago county, while all other counties had rather high losses, as follows: 4.9% in Cerro Gordo, 21.5% in Floyd, 24.6% in Mitchell, 26.1% in Hancock, 26.5% in Franklin, and 26.8% in Worth.

The largest losses, however, occurred in the age group 10-14 as they became 20-24 year olds. In Worth county, for instance, the group numbered 60.2% fewer in 1970, and in Hancock county the loss was 61.5%. The smallest decrease was in Mitchell county, with a loss of 16.5% of its 10-14 year olds by the time they were 20-24. Other county losses in this age category were as follows: Cerro Gordo, 33.3%; Floyd, 53.4%; Franklin, 60.8%; Winnebago, 41.8%; and Worth, 60.2%.

This phenomenon of loss of population by age group abates in the 20-24 age cohort as it reaches the 30-34 category. In Cerro Gordo county, the loss was only 2.3%; Franklin had a 10.0% drop; Mitchell suffered a loss of 1.5%; Winnebago lost 13.1%; and Worth lost 3.9%. Two counties, Floyd and Hancock actually gained population in this age group between 1960 and 1970. They had increases of 1.4% and 5.4% respectively. It is reasonable to conclude that the counties comprising Area II experience the greatest population losses among the young people of the area as they move away to go to school, enlist in the military, or seek employment where the employment potential is higher.

Other conclusions that might be drawn concerning Tables IX-A through Table IX-H are left to the discretion of the reader. These tables do, however, provide the basic data for Table VIII and Figures P and Q.

It may be of some interest to look at Area II in regard to total population, especially as it relates to the phenomenon of migration. The Iowa Development Commission[4] suggests that migration can be estimated by subtracting births and adding deaths to net population change. The resultant number represents migration, positive or negative, in relation to a given area. Table X displays this factor for Area II.

There was undoubtedly a significant migration within the boundaries of Area III. Tables IX-A through IX-E display the age group comparisons for each of the counties of Area III. No horizontal or diagonal change columns are shown, though from the raw data presented, if desired, they can be easily calculated.

It is apparent that all five of the counties that comprise Area III had population losses between 1960 and 1970. Dickinson County lost only 9 persons or less than 0.1%; Clay County lost 40 persons, or 0.2%; Emmet had 862 fewer inhabitants, for a -5.8%; Kossuth lost 2377 residents, or 9.4% of its 1960 population; and Palo Alto had 9.8% (1447) fewer residents in 1970.

Dickinson County had 422 fewer persons under 5 years of age between 1960 and 1970. This represented a loss of 33.2% in the ten year period. During the same decade, Clay County lost 682 residents (-33.4%); Emmet had 596 fewer pre-schoolers (-35.1%); Kossuth lost 1242 (-40.2%); and Palo Alto had a population of under 5 year olds 44.1% less in 1970, which represented 766 persons. This population decrease continued to a lesser degree, in all counties of Area III into the next five year age group.

Dickinson County, however, gained slightly in the number of 10-14 year olds in 1970 over the number of children under 5 year olds in 1960. In every other county, however, there was a decrease in the number of 10-14 year olds that might have been expected. Clay County lost 4.0%; Kossuth, 10.8%; Emmet, 11.9%; and Palo Alto, 13.1%. In all counties of Area III there was a decrease of expected population in the next five year age group. This decrease ranged from -11.4% in Clay County to -27.5% in Kossuth County.

The most significant disparity occurred in the next five year ago category. In 1960 there were 1830 10-14 year olds, but in 1970 there were only 1006 20-24 year olds. This 824 person loss amounted to 45.0% of the 1960 group. The loss was 750 persons, or 47.5% in Emmet County; 49.5% or 615 persons in Dickinson County; 964 or 61.3% in Palo Alto County. Kossuth County lost 62.0% of the population count (1717 persons) in that age group in the decade of the '60's.

These data support the finding that there is an appreciable loss of young persons from the counties that comprise Area III.

Other conclusions that might be drawn concerning Tables IX-A through Table IX-H are left to the discretion of the reader. These tables do, however, provide the basic data for Table VIII and Figures P and Q.

It may be of some interest to look at Area III in regard to total population, especially as it[4] relates to the phenomenon of migration. The Iowa Development Commission suggests that migration can be estimated by subtracting births and adding deaths to net population change. The resultant number represents migration, positive or negative, in relation to a given area. Table X displays this factor for Area III.

The most important disclosure of this table is that Area III suffered an approximate net out-migration of 11,448 persons between 1960 and 1970.

There is undoubtedly a significant migration within the boundaries of Area IV. Tables IX-A through IX-E display the age group comparisons for each of the counties of Area IV. No horizontal or diagonal change columns are shown, though from the raw data presented, if desired, they can be easily calculated.

A summary of some of the pertinent findings of such a county-by-county comparison follows:

It is apparent that only one of the five counties, Sioux, had a population increase between 1960 and 1970. By 1970 Sioux County gained 1621 persons, or 26.1% increase over 1960. O'Brien, on the other hand, lost 1288 (-6.8%); Cherokee lost 1329 (-7.1%); Lyon lost 1128, or 7.8%; and 1509 fewer persons (-15.0 %) resided in Osceola County in 1970.

In all counties there was a significant decrease in the number of 0-4 year olds. In Sioux County there were 3251 persons in that age cohort in 1960, but only 2362 in 1970. That was a loss of 889 or 27.3%. Cherokee lost 604 (31.2%); Lyon minus 623 (35.4%); O'Brien lost 863 or 40.1%; and only about half as many children under five years old were in Osceola County in 1970.

When the diagonal losses are studied on a county-by-county basis we find that Sioux County had 3.8% fewer 10-14 year olds in 1970 than 0-4 year olds in 1960. Other county experiences in the same decade and the same age group were as follows: -1.8% in Cherokee, -6.2% in Lyon, -7.2% in O'Brien, and -16.7% Osceola.

The losses were more substantial in the next five year category: Cherokee, -19.9%: Lyon -25.5%; O'Brien -19.6%; and Osceola -28.6%. A surprise finding was an increase in the 5-9 year age group as 15-19 year olds in Sioux County. The increase there was 3.1%.

Sioux County does not follow the pattern of other Area IV counties, as has been obvious from the data reported above. In the other counties the most significant population losses were in the 10-14 year olds as they reached the 20-24 year age category. Cherokee lost 47.3%, Lyon lost 59.3%, O'Brien lost 57.7%, and Osceola lost 62.6%. Sioux County, which lost 23.0% in this age group, alone lost a higher percentage in the next age category, 35.5%. All other experienced a small percentage loss in the older age groups.

Other conclusions that might be drawn concerning Tables IX-A through Table IX-H are left to the discretion of the reader. These tables do, however, provide the basic data for Table VIII and Figures P and Q.

It may be of some interest to look at Area IV in regard to total population, especially as it relates to the phenomenon of migration. The Iowa Development Commission[4] suggests that migration can be estimated by subtracting births and adding deaths to net population change. The resultant number represents migration, positive or negative, in relation to a given area. Table X displays this factor for Area IV.

There is undoubtedly a significant migration within the boundaries of Area V. Tables IX-A through IX-I display the age group comparisons for each of the counties of Area V. No horizontal or diagonal change columns are shown, though from the raw data presented, if desired, they can be easily calculated.

It is apparent that only Webster County gained in population between 1960 and 1970. All other counties in Area V experienced losses. Buena Vista lost 496 persons (-2.3%); Calhoun lost 1636 (-10.3%); Greene, 1663 (-11.6%); Hamilton had 1649 fewer residents (-8.2%); Humboldt County lost 4.8% or 637 persons; Pocahontas lost 1505 (-10.6%); Sac, 1434 (-8.4%); and Wright lost 2153 or 11.1% of its population between 1960 and 1970. Other findings gleaned from such a county-by-county comparison are described below.

All counties in Area V had fewer 10-14 year olds in 1970 than 0-4 year olds in 1960. The smallest loss occurred in Buena Vista County, 73 persons (3.1% of the 1960 population. The other losses were as follows: Sac, -114 (-6.3%); Calhoun, -111 (-6.8%); Webster, -462 (-8.1%); Pocahontas, -147 (-9.[illegible]%); Hamilton, -231 (-10.8%); Greene, -158 (-11.1%); Wright, -268 (-12.5%); and Humboldt, -276 (-18.6%).

Losses continued into the next 5 year cohort, in even greater percentages: Webster -8.8%; Buena Vista - 10.3%; Hamilton -18.2%; Humboldt -20.4%; Sac -22.2%; Calhoun -25.0%; Wright -25.5%; Pocahontas -25.6%; and Greene -27.5%. These rather substantial losses occurred in the cohort that was 5-9 years old in 1960 and 15-19 in 1970.

The most significant disparity occurs in the next five-year age category. In 1970 Webster County had 35.5% fewer 20-24 year olds than would be expected based on 10-14 year olds in 1960, and Buena Vista County lost 36.1%. The losses were most pronounced in Hamilton with -48.2%; Humboldt -57.8%; Sac, with-58.3%; Greene, -59.2%; Wright -59.4%; Calhoun -62.5%; and Pocahontas with 63.7% fewer.

There is a continuing drop in the next five year cohort, and the loss experienced is even more striking when one realizes that there had already been a significant loss in previous years.

Other conclusions that might be drawn concerning Tables IX-A through Table IX-H are left to the discretion of the reader. These tables do, however, provide the basic data for Table VIII and Figures P and Q.

It may be of some interest to look at Area V in regard to total population, especially as it relates to the phenomenon of migration. The Iowa Development Commission[4] suggests that migration can be estimated by subtracting births and adding deaths to net population change. The resultant number represents migration, positive or negative, in relation to a given area. Table X displays this factor for Area V.

The most important disclosure of this table is that Area V suffered an approximate net out-migration of 22,497 persons between 1960 and 1970.

There is undoubtedly a significant migration within the boundaries of Area VI. Tables IX-A through IX-H display the age group comparisons for each of the counties of Area VI. No horizontal or diagonal change columns are shown, though from the raw data presented, if desired, they can be easily calculated.

It is apparent that only Marshall county experienced a population growth between 1960 and 1970. The population losses in the other counties of Area VI were slight. A summary of some of the pertinent findings of such a county-by-county comparison follows:

In Grundy County there was actually a gain in the number of 10 to 14 year olds over what might be expected. There were 1423 children under one year of age in 1960, but 1490 10-14 year olds in 1970, for a gain of 4.7%. There was also an increase in that age category in Hardin County of 41 persons or 1.9%. However, there were 38 fewer Marshall County residents in 1970 than in 1960 (-0.9%); 148 fewer in Poweshiek (-7.3%); 78 less in Tama (-3.5%) in this age category.

The number of 1960 5-9 year olds was widely different in 1970 as that age group reached 15-19. Grundy County had 15.9% fewer persons in the 15-19 year age category in 1970 than 5-9 year olds in 1970, while Tama County lost 14.7%, and Marshall County lost 4.4%. Poweshiek County, however, gained 9.4% and Hardin County 14.9% in the same decade in the same age group.

The largest losses occurred in the next 5 year age cohort, from a 54.9% loss in Tama County to a 19.5% loss in Poweshiek.

The losses or gains described above are apparently associated with the relative rural nature of the population and employment opportunities in the counties with the largest losses, and the availability of educational and job opportunities in the counties showing gains.

It is also interesting to note that there is a large horizontal loss in the under 5 year age group in counties, from -12.1% in Marshall County to -32.4% in Poweshiek.

Other conclusions that might be drawn concerning Tables IX-A through IX-H are left to the discretion of the reader. These tables do, however, provide the basic data for Table VIII and Figures P and Q.

It may be of some interest to look at Area VI in regard to total population, especially as it relates to the phenomenon of migration. The Iowa Development Commission 4 suggests that migration can be estimated by subtracting births and adding deaths to net population change. The resultant number represents migration, positive or negative, in relation to a given area. Table X displays this factor for Area VI.

The most important disclosure of this table is that Area VI suffered an approximate net out-migration of 6317 persons between 1960 and 1970.

It is apparent that only two counties, Blackhawk and Bremer, experienced population gains between 1960 and 1970. Buchanan, Butler, and Tama Counties lost while Grundy virtually remained the same in population in the decade of the 60's. A summary of some of the pertinent findings of a county-by-county comparison follows:

In 1970 there were 10,434 more persons in Blackhawk County than in 1960, for a gain of 8.5%. The increase in Bremer County was 1629 or 7.7%. The loss in Grundy County was 13 persons, for less than 0.1% decrease. Tama County had a population decrease of 1266 (-5.9%); Buchanan County lost 547 (-2.5%), and Butler County had 514 (-2.9%) fewer persons in 1970 than in 1960.

Because Blackhawk County comprises such substantial portion of the population of Area VII, any population change in that county has a significant effect on the area as a whole. It is notable that only three counties in Area VII had a regional loss of those under five years old in the decade 1960-1970. Those counties were Butler (-1.1%), Tama (-3.5%), and Blackhawk (-11.5%). The other counties actually had more 10-14 year olds in 1970 than 0-4 year olds in 1960; Bremer (+1.2%), Buchanan (+1.1%), and Grundy (+4.7%).

However, the most significant disparity occurs in the next few five year age cohorts. The following changes occurred in the 5-9 year olds by the time they became 15-19: Blackhawk (+156, or +1.1%); Bremer (+289, or +13.5%); Buchanan (-438, or -17.5%); Butler (-318, or -17.5%); Grundy (-229, or -15.9%); Tama (-325, or -14.7%). Among the 10-14 year olds as 20-24 year olds in 1970 the following occurred: Blackhawk (+918, or +7.8%); Bremer (-18, or -0.9%); Buchanan (-1124, or -46.2%); Butler (-809, or -43.2%); Grundy (-633, or -45.7%); Tama (-1147, or -54.9%). These latter figures are even more striking when one realizes there had already been a significant loss in previous years.

Other conclusions that might be drawn concerning Tables IX-A through Table IX-H are left to the discretion of the reader. These tables do, however, provide the basic data for Table VIII and Figures P and O.

It may be of some interest to look at Area VII in regard to total population, especially as it relates to the phenomenon of migration. The Iowa Development Commission[4] suggests that migration can be estimated by subtracting births and adding deaths to net population change. The resultant number represents migration, positive or negitive, in relation to a given area. Table X displays this factor for Area VII.

The most important disclosure of this table is that Area VII suffered an approximate net out-migration of 15,675 persons between 1960 and 1970.

There is undoubtedly a significant migration within the boundaries of Area IX. Tables IX-A through IX-E display the age group comparisons for each of the counties of Area IX. No horizontal or diagonal change columns are shown, though from the raw data presented, if desired, they can be easily calculated.

A summary of some of the pertinent findings of such a county-by-county comparison follows:

All counties experienced a population growth between 1960 and 1970. Jackson County gained 0.4%, Clinton had a 3.1% population increase, Louisa experienced a 3.8% increase, Muscatine County gained 9.9%, and Scott increased in population 12.2%.

A study of the five year age groups in the bottom half of the Tables reveals that all five counties had fewer 0-4 year olds in 1970 than in 1960. Scott County had 2.7% fewer, Muscatine lost 10.9%, Louisa had 13.0% fewer, Clinton County's were reduced by 21.1%, and Jackson County had 25.8% fewer 0-4 year olds.

Some rather startling differences exist among the counties in regard to the "diagonal" change. Scott County had 6.7% more 10-14 year olds in 1970 than 0-4 year olds in 1960. Muscatine, Louisa, and Clinton counties virtually held their own in this age category, experiencing +0.5%, +0.1%, and -0.7% changes. Jackson County, on the other hand, had a net loss of 9.1% of its 0-4 year olds between 1960 and 1970.

In the next five year cohort the losses were more significant, and only Scott County showed a positive growth. In Scott County there was a 0.8% increase of 15-19 year olds in 1970 over the 5-9 year olds in 1960. Muscatine County, however, lost 2.6%, Louisa 7.9%, Clinton 9.3%, and Jackson lost 16.6% in that age group.

The greatest disparity between expected and real population occurred in the next five year age category; 10-14 in 1960 vs. 20-24 in 1970. Even Scott County had a decrease of 2.1%; Muscatine lost 21.1%, and Clinton 31.7%. Louisa County lost 45.6%, and Jackson County suffered a 46.5% loss of persons in this age group.

Most of these losses were probably due to lack of educational and job opportunities for young persons in Area IX.

Other conclusions that might be drawn concerning Tables IX-A through Table IX-E are left to the discretion of the reader. These tables do, however, provide the basic data for Table VIII and Figures P and Q.

It may be of some interest to look at Area IX in regard to total population, especially as it relates to the phenomenon of migration. The Iowa Development Commission [4] suggests that migration can be estimated by subtracting births and adding deaths to net population change. The resultant number represents migration, positive or negative, in relation to a given area. Table X displays this factor for Area IX.

A summary of some of the pertinent findings of a county-by-county comparison follows:

The reader's attention is directed to the five year cohorts near the middle of each of the Tables. Only Johnson County had more persons in 1970 than 1960 in the under 5 year age group, gaining 22 persons (+0.3%). Linn County had 5.6% fewer 0-4 year olds; Benton had 24.8% fewer; Jones had 25.5% and Washington had 25.8% fewer; Cedar had 27.9% and Iowa County 32.2% fewer 0-4 year olds in 1970 than in 1960.

By calculating the diagonal comparison of 1960 and 1970 the following facts are discovered. In Cedar County there were, in 1970, 31 more 10-14 year olds than 0-4 year olds in 1960. This was a 1.6% increase over the expected number of 10-14 year olds. However, Linn County barely held its own in this age category, in fact losing 0.1%. Benton County lost 3.1%, in 1970 Washington had 4.3% fewer 10-14 than 0-4 in 1960; Jones lost 7.2%; Iowa lost 7.5%; and Johnson County lost 14.1%.

The differences among counties was even more pronounced in the next two five year groups. Benton County had 23.1% fewer 15-19 year olds while Johnson County had a 79.8% increase. In that age cohort the other counties experienced: Iowa, -19.8%; Washington, -18.9%; Cedar, -18.4%; Jones, -14.9%; and Linn +1.1%.

Johnson and Linn counties also experienced growth in the 20-24 year age group while the others all had fewer persons than would be expected. Johnson gained the 35.1% and Linn gained 14.0%. Benton, on the other hand, lost 49.4%; Iowa 49.0%; Cedar -47.9%; Washington -44.4%; and Jones -31.0%.

Other conclusions that might be drawn concerning Tables IX-A through Table IX-G are left to the discretion of the reader. These tables do, however, provide the basic data for Table VIII and Figures P and Q.

It may be of some interest to look at Area X in regard to total population, especially as it relates to the phenomenon of migration. The Iowa Development Commission[3] suggests that migration can be estimated by subtracting births and adding deaths to net population change. The resultant number represents migration, positive or negative, in relation to a given area. Table X displays this factor for Area X.

The most important disclosure of this table is that Area X enjoyed an approximate net in-migration of 2683 persons between 1960 and 1970. That amounted to 0.9% of the 1960 population of the seven county area while the state lost 6.6% to other states or other countries. This is especially striking in light of the fact that the population of the area showed a net increase of 14.5% in the same decade. The difference obviously is in the fact that the birth rate exceeds net migration and death rates.

Six of the counties that comprise Area XI gained in population between 1960 and 1970: Jasper (+143 +0.4%); Marion (+466, +1.8%); Polk (+19,786, +7.4%); Dallas (+1,962, +8.1%); Story (+13,456, +27.3%); and Warren (+6,603, +31.7%). The five that lost were Carroll, Boone, Madison, Guthrie, and Audubon; and their losses were 2.2%, 5.6%, 6.0%, 10.0%, and 12.1% respectively.

By studying the five year age groupings it is apparent that nearly all counties had significantly fewer young persons in 1970 than in 1960. Audubon County had 42.8% fewer 0-4 year olds in 1970 than in 1960; and 25.5 % fewer 5-9 year olds. Madison County suffered a 32.0% decrease in the number of 0-4 year olds and -11.5% in the 5-9 category. Guthrie lost 31.2% and 19.3% in the two youngest age groups in the decade of the '60's. Only Warren County had more persons in both age cohorts, 6.6% more 0-4 year olds and a 35.9% increase in the number between 5 and 9.

When diagonal comparisons are made it is to be noted that Warren County actually had an increase of 25.5% in the number of 10-14 year olds in 1970 over the number of 0-4 year olds in 1960. Dallas County also experienced growth, +11.9%, in that age category, as did Madison County (+2.3%), and Boone County (+1.9%). The other counties lost persons in that age group; Guthrie had 20.1% loss of 0.4 year olds by the time they reached the 10-14 age category; Jasper had a -1.1%; Marion -2.5%; Carrol -4.3%, Polk -7.4%; Audubon -9.5%; and Story -14.7%.

However, in the age group, that is the 5-9 year olds in 1960 vs. the 15-19 year olds in 1970, Story County experienced a phenomenal 115.9% increase; Marion County gained 5.9%, and Warren +15.0%. All others lost persons in that age group, however.

The next age category exhibited the widest variation, however. Story County had a 214.7% increase while Audubon County had a 63.2% decrease in the number of 10-14 year olds by the time they became 20-24 years old.

Other conclusions that might be drawn concerning Tables IX-A through Table IX-K are left to the discretion of the reader. These tables do, however, provide the basic data for Table VIII and Figures P and W.

It may be of some interest to look at Area XI in regard to total population, especially as it relates to the phenomenon of migration. The Iowa Development Commission[4] suggests that migration can be estimated by subtracting births and adding deaths to net population change. The resultant number represents migration, positive or negative, in relation to a given area. Table X displays this factor for Area XI.

The most important disclosure of this table is that Area XI suffered an approximate net out-migration of 14,496 persons between 1960 and 1970.

There is undoubtedly a significant migration within the boundaries of Area XII. Tables IX-A through IX-F display the age group comparisons for each of the counties of Area XII. No horizontal or diagonal change columns are shown, though from the raw data presented, if desired, they can be easily calculated.

It is apparent that only two counties gained in total population between 1960 and 1970. Plymouth County had 406 more persons for an increase of 1.7%; and Crawford County experienced a 1.1% increase, or 211 persons. The other counties lost in population between 1960 and 1970. A summary of some of the other pertinent findings of a county-by-county comparison follows: Crawford County had 374 fewer persons in 1970 in the under 5 year old category than in 1960. This represented an 18.9% decrease. Cherokee had 31.2% fewer (604); Woodbury lost 3890 persons in this age category (-31.6%); Plymouth had 983 fewer (-34.8%); Ida County lost 348 or 34.0%; and Monona had less than 60% of its 1960 population in that age group in 1970. (-41.6%).

There were actually some gains on the diagonal comparison in the 0-4 age group. Plymouth County had 16 more 10-14 year olds in 1970 than 0-4 year olds in 1960; and Crawford County had a three percent increase in the same period for that age cohort. Ida County lost only 0.1%, and Cherokee had less than a two percent loss (-1.8%). However, Monona County lost 11.1% of its youngest age group and Woodbury County lost 13.2%.

The losses were more pronounced in the next 5 year age category. Plymouth lost 2.9%; Woodbury lost 12.3%; Crawford had -16.0%; Cherokee nearly twenty percent (-19.9%); Monona, -27.7%; and Ida lost 28.1%. In most of the counties, the losses were greatest in the next 5 year group. Crawford County had 39.9% fewer 20-24 year olds than one would expect; Cherokee lost 47.3%; Monona lost 61.8%; and Ida County had only 37.3% of its expected 20-24 year olds still residing there. Woodbury lost 23.9% in this age group, but 24.8% in the next; and Plymouth lost 29.3% in this category but 35.0% in the next. All other counties had smaller losses in the 25-29 age groups.

Other conclusions that might be drawn concerning Tables IX-A through Table IX-F are left to the discretion of the reader. These tables do, however, provide the basic data for Table VIII and Figures P and Q.

It may be of some interest to look at Area XII in regard to total population, especially as it relates to the phenomenon of migration. The Iowa Development Commission[4] suggests that migration can be estimated by subtracting births and adding deaths to net population change. The resultant number represents migration, positive or negative, in relation to a given area. Table X displays this factor for Area XII.

The most important disclosure of this table is that Area XII suffered an approximate net out-migration of 24,120 persons between 1960 and 1970.

There is undoubtedly a significant migration within the boundaries of Area XIII. Tables IX-A through IX-G display the age group comparisons for each of the counties of Area XIII. No horizontal or diagonal change columns are shown, though from the raw data presented, if desired, they can be easily calculated.

A sample of some of the pertinent findings to be discovered by such a county-by-county comparison follows: Only Pottawattamie County gained in population between 1960 and 1970 in Area XIII, with a 4.7% increase. Shelby lost 1.9%, Cass lost 5.1%, Harrison suffered a 7.7% drop, Fremont lost nearly 10% (9.7%), Mills County had 11.1% fewer inhabitants, and Page County suffered a 12.0% loss between 1960 and 1970.

All counties had fewer children under five years of age in 1970 than they had in 1960. Pottawattamie had the lowest loss, 26.5%; and Mills County lost 27.7%. Cass County, however, had fully 30% fewer, Fremont 32%, Harrison had 34%, Shelby 34.6%, and Page County had 37.6% fewer children under 5 years of age in 1970 than they had in 1960.

The diagonal losses are also quite significant, especially in the late teens. In Fremont and Mills Counties there was, in fact, a gain in the number of 10-14 year olds in 1970 over the number of 0-4 year olds in 1960. Those counties increased in that age group by 2.5% and 5.1%, respectively. However, in the same age cohort, Shelby County and Harrison County each lost 2.6%, Cass County 4.2% and Pottawattamie lost 4.9% and Page suffered a loss of 10.8% in the decade of the 1960's.

Losses were experienced by all counties in Area XIII in the next age group; the 5-9 year olds as they reached the 15-19 year old category. Page lost only 4.8% (probably due to the Clarinda Campus of Iowa Western and its drawing power of 18-19 year olds), while Mills lost 11.6%, Pottawattamie lost 13.9%, Fremont suffered a 17.8% loss, Shelby 19.8%, Harrison 21.6%, and Cass lost 22.3%.

The most significant disparity between the 1970 and 1960 population occurred in the next age category (10-14 year olds in 1960, 20-24 year olds in 1970). Pottawattamie lost 30.6%, Mills lost 43.0%, Page suffered a 43.8% loss, and Cass lost 48.7% of its 10-14 year olds in ten years. The other counties lost more than half of that age group; Harrison -56.8%; Shelby -57.1%; and Fremont -58.2%.

The losses were reduced in the next cohort, and almost disappear when persons reach the 30-34 age group.

Other conclusions that might be drawn concerning Tables IX-A through Table IX-G are left to the discretion of the reader. These tables do, however, provide the basic data for Table VIII and Figures P and Q.

It may be of some interest to look at Area XIII in regard to total population, especially as it relates to the phenomenon of migration. The Iowa Development Commission[3] suggests that migration can be estimated by subtracting births and adding deaths to net population change. The resultant number represents migration, positive or negative, in relation to a given area. Table X displays this factor for Area XIII.

There is undoubtedly a significant migration within the boundaries of Area XIV. Tables IX-A through IX-H display the age group comparison for each of the counties of Area XIV. No horizontal or diagonal change columns are shown, though from the raw data presented, if desired, they can be easily calculated.

A summary of some of the pertinent findings of such a county-by-county follows:

Although all counties in Area XIV lost population between 1960 and 1970, the loss was greatest in Ringgold (-19.4%), Adams (-15.3%) and Taylor (-14.6%). Union County, however, experiences a loss of only 1.1% of its 1960 population by 1970. Other counties lost as follows: Decatur -7.6%, Clarke -7.8%, Montgomery -11.7% and Adair -12.9%.

In studying horizontal loss by 5 year age groups, we find that all counties had significantly fewer 0-4 year olds in 1970 than they had in 1960, as a result of lower birth rates and out-migration of young child-bearing age persons. Union County had 19.6% fewer 0-4 year olds in 1970; Clarke County lost 28.5%; Decatur had 30.2% fewer 0-4 year olds; Taylor lost 33.9%; Adair suffered a loss of 38.8% in the 0-4 year category, while Montgomery County lost 39.3%. The largest losses occurred, however, in Ringgold County (-48.0%), and Adams (-48.9%), where only slightly more than half as many 0-4 year olds resided in 1970. The 5-9 year old groups were also smaller in 1970 than in 1960 in all counties, but the losses were less than in the 0-4 group.

In some counties, Union (+2.6%), Clarke (+3.8%), Decatur (+1.7%) there were actually more 10-14 year olds in 1970 than 0-4 year olds in 1960. However, of the 0-4 year olds in 1960, Taylor lost 4.8%, Adair lost 4.9%, Montgomery has 7.1% fewer, Ringgold lost 5.4%, and Adams had 8.0% fewer 10-14 year olds in 1970.

The losses were greater in the next 5 year cohort. Union County had 5.6% fewer 15-19 year olds in 1970 than 5-9 year olds in 1960. Clarke lost 20.6%, Taylor lost 18.0%, Adair had a -27.8%, Ringgold and Adams a -29.1%. Meanwhile, Decatur, for some reason, experienced a 46.7% growth in this age group, perhaps because of the availability of higher education in that county.

The greatest loss, however, occurred in the next five year category, 10-14 year olds in 1960 vs. 20-24 year olds in 1970. Even Union County lost nearly half of that population with a loss of 43.1%. All other counties lost more than half: Clarke -52.4%; Montgomery -53.5%; Taylor -60.8%; Adams -61.5%; Adair -62.3%; Ringgold -64.3%; and Decatur -65.2%.

There is a continued drop in the next five year cohort, ranging from 25.3% in Union County to -54.3% in Ringgold. These losses are even more striking when one realizes there had already been a significant loss in previous years.

Other conclusions that might be drawn concerning Tables IX-A through Table IX-H are left to the discretion of the reader. These tables do, however, provide the basic data for Table VIII and Figures P and Q.

There is undoubtedly a significant migration within the boundaries of Area XV. Tables IX-A through IX-J display the age group comparisons for each of the counties of Area XV. No horizontal or diagonal change columns are shown, though from the raw data presented, if desired, they can be easily calculated.

A summary of some of the pertinent findings of such a county-by-county comparison follows:

Even though all counties in Area XV lost population between 1960 and 1970, some counties lost substantial numbers. The smallest loss was in Jefferson county with -0.3%. Mahaska, Appanoose, and Lucas, with losses of 6.0%, 6.3%, and 7.0% respectively were in the middle range of losses, while Wapello lost 8.6% · The remainder of the counties lost in excess of 10%; Keokuk -10.0%, Monroe -10.6%, Davis -10.8%, Van Buren -11.6%, and Wayne -14.2%.

A study of the five year age groups reveals that there were appreciably smaller numbers of 0-4 year olds in all counties in 1970 than in 1960; Jefferson -23.1%; Appanoose -26.2%; Mahaska -27.7%; Van Buren -30.5%; Lucas -31.7%; Wapello -35.9%; Keokuk -36.2%; Monroe -38.0%; Wayne -39.6%; and Davis -41.8%.

A look at the diagonal change reveals more inter-county differences. There was a loss of 0-4 year olds, by the time they reached 10-14, in all counties but two. Appanoose had 2.8% more 10-14 year olds than would be expected, and Lucas county gained 7.7%. However, Keokuk county lost 0.9%, Van Buren lost 1.8%, Jefferson had 2.1% fewer, Davis lost 2.7%, Monroe lost 3.2%, Wayne had 6.0%, Mahaska a minus 11.6%, and Wapello lost 11.7%.

In the next five year cohort, 5-9 years old in 1960, and 15-19 year olds in 1970, there were greater losses. Appanoose gained 8.2%, but Jefferson lost 4.7%, Mahaska had -8.2%, Lucas lost 12.9%, Monroe and Wayne each lost 17.4%, Wapello had 17.6% fewer, Davis had a minus 19.3%, Van Buren -23.1%, and Keokuk -24.2%.

For some reason Jefferson county had a 22.9% increase in the number of 10-14 year olds as 20-24 year olds. However, the most significant losses occurred in this age category in all other counties in Area XV. The losses were as follows: Mahaska -24.1%, Appanoose -39.4%, Wapello -46.1%, Wayne -54.4%, Lucas -54.7%, Monroe -55.3%, Keokuk -56.5%, Davis -57.9%, and Van Buren -60.5%.

These data are even more striking when one realizes that there had already been a significant loss of persons in earlier age groups.

Other conclusions that might be drawn concerning Tables IX-A through Table IX-J are left to the discretion of the reader. These tables do, however, provide the basic data for Table VII and Figures P and Q.

It may be of some interest to look at Area XV in regard to total population, especially as it relates to the phenomenon of migration. The Iowa Development Commission suggests that migration can be estimated by

There is undoubtedly a significant migration within the boundaries of Area XVI. Tables IX-A through IX-D display the age group comparisons for each of the counties of Area XVI. No horizontal or diagonal change columns are shown, though from the raw data presented, if desired, they can be easily calculated.

A summary of some of the pertinent findings of such a county-by-county comparison follows:

Two of the counties of Area XVI, Des Moines and Louisa had population increases between 1960 and 1970. The increases were 5.3% and 3.8% respectively. Lee County lost 2.7% and Henry lost 0.4% during the same decade.

By checking the five year age groupings we find that Louisa County had 13.0% fewer persons under 5 years of age in 1970 than in 1960. Henry County had 13.2% fewer, Des Moines County 16.3%, and Lee County had 25.3% fewer 0-4 year olds in 1970 than in 1960.

By studying the diagonal changes on a county-by-county basis other interesting findings may be found. Louisa County had 9.1% more 10-14 year olds in 1970 than 0-4 year olds in 1960. Henry County gained 8.7% in the same cohort in the same decade. Des Moines County suffered a loss of 1.8% and Lee County lost 5.9% of the number of 0-4 year olds in 1960 by 1970.

Only Henry County experienced a growth in the next five year cohort, 12.9%. Des Moines County lost 10.4%, Louisa lost 7.9%, and Lee County lost 11.8% of 5-9 year olds by the time they reached 15-19.

The most significant disparity occurs in the next five year age category. Henry County had 12.9% fewer 20-24 year olds than expected in 1970. Des Moines County lost 19.6% in the same age group. Lee County suffered a 35.2% drop, and Louisa County lost 45.6% of this age cohort in the decade of the 1960's.

In Henry County only did the losses increase even further in the 15-19 year category before they reached 25-29 years of age.

Other conclusions that might be drawn concerning Tables IX-A through Table IX-D are left to the discretion of the reader. These tables do, however, provide the basic data for Table VIII and Figures P and Q.

It may be of some interest to look at Area XVI in regard to total population, especially as it relates to the phenomenon of migration. The Iowa Development Commission [4] suggests that migration can be estimated by subtracting births and adding deaths to net population change. The resultant number represents migration, positive or negative, in relation to a given area. Table X displays this factor for Area XVI.

TABLE IX A
1970 POPULATION

ALLAMAKEE COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	14,968	7,425	7,543	15,982
UNDER 1 YEAR........	219	110	109	378
1 YEAR..............	212	120	92	393
2 YEARS.............	241	124	117	382
3 YEARS.............	255	117	138	356
4 YEARS.............	288	140	148	382
5 YEARS.............	268	144	124	350
6 YEARS.............	315	168	147	356
7 YEARS.............	325	164	161	370
8 YEARS.............	331	160	171	361
9 YEARS.............	317	171	146	368
10 YEARS............	344	182	162	353
11 YEARS............	336	177	159	338
12 YEARS............	333	181	152	336
13 YEARS............	323	172	151	334
14 YEARS............	364	170	194	278
15 YEARS............	339	184	155	281
16 YEARS............	337	166	171	282
17 YEARS............	333	163	170	281
18 YEARS............	237	117	120	184
19 YEARS............	161	77	84	148
20 YEARS............	159	76	83	120
21 YEARS AND OVER...	8,931	4,342	4,589	9,351
UNDER 5 YEARS.......	1,215	611	604	1,891
5 TO 9 YEARS........	1,556	807	749	1,805
10 TO 14 YEARS......	1,700	882	818	1,639
15 TO 19 YEARS......	1,407	707	700	1,176
20 TO 24 YEARS......	707	350	357	697
25 TO 29 YEARS......	726	371	355	724
30 TO 34 YEARS......	636	323	313	809
35 TO 39 YEARS......	651	319	332	893
40 TO 44 YEARS......	740	370	370	902
45 TO 49 YEARS......	831	419	412	873
50 TO 54 YEARS......	851	420	431	794
55 TO 59 YEARS......	811	396	415	797
60 TO 64 YEARS......	743	362	381	792
65 TO 69 YEARS......	673	319	354	768
70 TO 74 YEARS......	648	309	339	603
75 TO 79 YEARS......	512	243	269	404
80 TO 84 YEARS......	310	127	183	270
85 YEARS AND OVER...	251	90	161	145
UNDER 18 YEARS......	5,480	2,813	2,667	6,179
62 YEARS AND OVER...	2,822	1,292	1,530	2,665
65 YEARS AND OVER...	2,394	1,088	1,306	2,190
MEDIAN AGE..........	31.4	29.8	33.0	30.4

TABLE IX B
1970 POPULATION

CHICKASAW COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	14,969	7,406	7,563	15,034
UNDER 1 YEAR........	239	113	126	357
1 YEAR..............	245	128	117	349
2 YEARS.............	261	135	126	351
3 YEARS.............	293	135	158	348
4 YEARS.............	301	140	161	343
5 YEARS.............	328	163	165	325
6 YEARS.............	368	177	191	341
7 YEARS.............	313	152	161	335
8 YEARS.............	350	199	151	340
9 YEARS.............	351	180	171	306
10 YEARS............	371	193	178	320
11 YEARS............	342	166	176	338
12 YEARS............	358	204	154	329
13 YEARS............	347	177	170	305
14 YEARS............	348	178	170	269
15 YEARS............	308	166	142	251
16 YEARS............	344	172	172	258
17 YEARS............	316	175	141	266
18 YEARS............	223	113	110	192
19 YEARS............	143	75	68	132
[illegible]0 YEARS............	108	46	62	134
21 YEARS AND OVER...	8,712	4,219	4,493	8,845
UNDER 5 YEARS.......	1,339	651	688	1,748
5 TO 9 YEARS........	1,710	871	839	1,647
10 TO 14 YEARS......	1,766	918	848	1,561
15 TO 19 YEARS......	1,334	701	633	1,099
20 TO 24 YEARS......	699	323	376	705
25 TO 29 YEARS......	771	385	386	682
30 TO 34 YEARS......	794	394	400	846
35 TO 39 YEARS......	683	350	333	850
40 TO 44 YEARS......	823	414	409	870
45 TO 49 YEARS......	779	377	402	870
50 TO 54 YEARS......	784	387	397	799
55 TO 59 YEARS......	772	402	370	725
60 TO 64 YEARS......	697	351	346	748
65 TO 69 YEARS......	620	281	339	658
70 TO 74 YEARS......	563	241	322	505
75 TO 79 YEARS......	398	185	213	382
80 TO 84 YEARS......	241	107	134	205
85 YEARS AND OVER...	196	68	128	134
UNDER 18 YEARS......	5,783	2,953	2,830	5,731
62 YEARS AND OVER...	2,409	1,088	1,321	2,332
[illegible]5 YEARS AND OVER...	2,018	882	1,136	1,884
MEDIAN AGE..........	29.1	28.1	30.1	30.4

TABLE IX C

1970 POPULATION

CLAYTON COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	20,606	10,236	10,370	21,962
UNDER 1 YEAR........	327	156	171	460
1 YEAR.............	321	163	158	492
2 YEARS............	326	176	150	504
3 YEARS............	317	165	152	462
4 YEARS............	338	182	156	451
5 YEARS............	363	192	171	449
6 YEARS............	391	197	194	454
7 YEARS............	429	224	205	460
8 YEARS............	427	211	216	468
9 YEARS............	452	234	218	434
10 YEARS............	452	240	212	452
11 YEARS............	484	236	248	426
12 YEARS............	456	238	218	488
13 YEARS............	472	239	233	450
14 YEARS............	443	218	225	360
15 YEARS............	406	213	193	369
16 YEARS............	452	224	228	399
17 YEARS............	423	201	222	368
18 YEARS............	324	181	143	253
19 YEARS............	212	107	105	188
20 YEARS............	187	86	101	182
21 YEARS AND OVER...	12,604	6,153	6,451	13,393
UNDER 5 YEARS.......	1,629	842	787	2,369
5 TO 9 YEARS........	2,062	1,058	1,004	2,265
10 TO 14 YEARS......	2,307	1,171	1,136	2,176
15 TO 19 YEARS......	1,817	926	891	1,577
20 TO 24 YEARS......	974	459	515	991
25 TO 29 YEARS......	1,013	532	481	1,059
30 TO 34 YEARS......	935	453	482	1,179
35 TO 39 YEARS......	1,003	493	510	1,224
40 TO 44 YEARS......	1,143	588	555	1,347
45 TO 49 YEARS......	1,124	553	571	1,324
50 TO 54 YEARS......	1,221	621	600	1,303
55 TO 59 YEARS......	1,201	609	592	1,142
60 TO 64 YEARS......	1,107	533	574	1,051
65 TO 69 YEARS......	964	493	471	1,026
70 TO 74 YEARS......	806	342	464	803
75 TO 79 YEARS......	633	293	340	586
80 TO 84 YEARS......	392	174	218	322
85 YEARS AND OVER...	275	96	179	218
UNDER 18 YEARS......	7,279	3,709	3,570	7,946
62 YEARS AND OVER...	3,726	1,703	2,023	3,585
65 YEARS AND OVER...	3,070	1,398	1,672	2,955
MEDIAN AGE..........	32.7	31.4	33.8	32.3

TABLE IX D
1970 POPULATION

DELAWARE COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	18,770	9,307	9,463	18,483
UNDER 1 YEAR........	340	169	171	438
1 YEAR..............	355	185	170	493
2 YEARS.............	374	187	187	478
3 YEARS.............	374	186	188	473
4 YEARS.............	426	221	205	496
5 YEARS.............	423	204	219	435
6 YEARS.............	441	220	221	447
7 YEARS.............	463	219	244	460
8 YEARS.............	438	226	212	415
9 YEARS.............	471	225	246	440
10 YEARS............	471	237	234	398
11 YEARS............	491	247	244	393
12 YEARS............	456	252	204	404
13 YEARS............	469	231	238	384
14 YEARS............	481	260	221	324
15 YEARS............	421	213	208	358
16 YEARS............	422	210	212	328
17 YEARS............	436	224	212	314
18 YEARS............	310	183	127	204
19 YEARS............	181	85	96	165
20 YEARS............	165	82	83	171
21 YEARS AND OVER...	10,362	5,041	5,321	10,465
UNDER 5 YEARS.......	1,869	948	921	2,378
5 TO 9 YEARS........	2,236	1,094	1,142	2,197
10 TO 14 YEARS......	2,368	1,227	1,141	1,903
15 TO 19 YEARS......	1,770	915	855	1,369
20 TO 24 YEARS......	949	463	486	872
25 TO 29 YEARS......	881	427	454	941
30 TO 34 YEARS......	930	479	451	1,026
35 TO 39 YEARS......	885	436	449	1,102
40 TO 44 YEARS......	988	497	491	1,045
45 TO 49 YEARS......	1,010	494	516	947
50 TO 54 YEARS......	963	490	473	905
55 TO 59 YEARS......	860	431	429	850
60 TO 64 YEARS......	812	401	411	817
65 TO 69 YEARS......	697	333	364	717
70 TO 74 YEARS......	639	298	341	610
75 TO 79 YEARS......	415	179	236	423
80 TO 84 YEARS......	288	108	180	231
85 YEARS AND OVER...	210	87	123	150
UNDER 18 YEARS......	7,752	3,916	3,836	7,478
62 YEARS AND OVER...	2,728	1,234	1,494	2,621
65 YEARS AND OVER...	2,249	1,005	1,244	2,131
MEDIAN AGE..........	26.1	25.1	27.1	27.8

TABLE IX E
1970 POPULATION

DUBUQUE COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	90,609	43,932	46,677	80,048
UNDER 1 YEAR........	1,828	958	870	2,214
1 YEAR..............	1,748	896	852	2,196
2 YEARS.............	1,804	917	887	2,071
3 YEARS.............	1,928	971	957	2,054
4 YEARS.............	2,016	1,004	1,012	2,074
5 YEARS.............	2,117	1,135	982	1,906
6 YEARS.............	2,118	1,085	1,033	1,857
7 YEARS.............	2,208	1,158	1,050	1,775
8 YEARS.............	2,155	1,103	1,052	1,805
9 YEARS.............	2,161	1,104	1,057	1,714
10 YEARS............	2,269	1,147	1,122	1,622
11 YEARS............	2,104	1,084	1,020	1,554
12 YEARS............	2,093	1,026	1,067	1,568
13 YEARS............	2,061	1,084	977	1,462
14 YEARS............	2,055	1,006	1,049	1,099
15 YEARS............	1,837	911	926	1,130
16 YEARS............	1,812	919	893	1,219
17 YEARS............	1,758	880	878	1,254
18 YEARS............	1,883	958	925	1,544
19 YEARS............	1,809	898	911	1,448
20 YEARS............	1,676	779	897	1,286
21 YEARS AND OVER...	49,169	22,909	26,260	45,196
UNDER 5 YEARS.......	9,324	4,746	4,578	10,609
5 TO 9 YEARS........	10,759	5,585	5,174	9,057
10 TO 14 YEARS......	10,582	5,347	5,235	7,305
15 TO 19 YEARS......	9,099	4,566	4,533	6,595
20 TO 24 YEARS......	7,131	3,403	3,728	5,509
25 TO 29 YEARS......	5,312	2,634	2,678	4,484
30 TO 34 YEARS......	4,700	2,420	2,280	4,707
35 TO 39 YEARS......	4,422	2,196	2,226	4,728
40 TO 44 YEARS......	4,544	2,272	2,272	4,463
45 TO 49 YEARS......	4,493	2,208	2,285	4,183
50 TO 54 YEARS......	4,188	2,017	2,171	3,691
55 TO 59 YEARS......	3,754	1,785	1,969	3,486
60 TO 64 YEARS......	3,285	1,428	1,857	2,959
65 TO 69 YEARS......	2,852	1,166	1,686	2,790
70 TO 74 YEARS......	2,324	868	1,456	2,216
75 TO 79 YEARS......	1,842	656	1,186	1,675
80 TO 84 YEARS......	1,165	407	758	970
85 YEARS AND OVER...	833	228	605	621
UNDER 18 YEARS......	36,072	18,388	17,684	30,574
62 YEARS AND OVER...	10,883	4,148	6,735	10,047
65 YEARS AND OVER...	9,016	3,325	5,691	8,272
MEDIAN AGE..........	23.9	22.5	25.2	26.1

TABLE IX F
1970 POPULATION

FAYETTE COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	26,898	13,286	13,612	28,581
UNDER 1 YEAR........	411	210	201	643
1 YEAR..............	415	226	189	638
2 YEARS.............	430	229	201	596
3 YEARS.............	436	234	202	604
4 YEARS.............	471	246	225	660
5 YEARS.............	465	226	239	625
6 YEARS.............	517	270	247	624
7 YEARS.............	560	276	284	684
8 YEARS.............	551	308	243	570
9 YEARS.............	600	321	279	561
10 YEARS............	584	306	278	539
11 YEARS............	564	278	286	595
12 YEARS............	571	299	272	610
13 YEARS............	539	280	259	583
14 YEARS............	597	275	322	481
15 YEARS............	602	301	301	468
16 YEARS............	547	279	268	455
17 YEARS............	627	336	291	461
18 YEARS............	490	269	221	406
19 YEARS............	468	273	195	391
20 YEARS............	398	219	179	315
21 YEARS AND OVER...	16,055	7,625	8,430	17,072
UNDER 5 YEARS.......	2,163	1,145	1,018	3,141
5 TO 9 YEARS........	2,693	1,401	1,292	3,064
10 TO 14 YEARS......	2,855	1,438	1,417	2,808
15 TO 19 YEARS......	2,734	1,458	1,276	2,181
20 TO 24 YEARS......	1,693	838	855	1,445
25 TO 29 YEARS......	1,261	630	631	1,453
30 TO 34 YEARS......	1,231	606	625	1,502
35 TO 39 YEARS......	1,259	618	641	1,665
40 TO 44 YEARS......	1,338	662	676	1,677
45 TO 49 YEARS......	1,498	732	766	1,732
50 TO 54 YEARS......	1,487	720	767	1,534
55 TO 59 YEARS......	1,515	733	782	1,443
60 TO 64 YEARS......	1,306	652	654	1,375
65 TO 69 YEARS......	1,162	504	658	1,277
70 TO 74 YEARS......	1,055	491	564	990
75 TO 79 YEARS......	820	353	467	678
80 TO 84 YEARS......	529	214	315	380
85 YEARS AND OVER...	299	91	208	236
UNDER 18 YEARS......	9,487	4,900	4,587	10,397
62 YEARS AND OVER...	4,635	2,036	2,599	4,386
65 YEARS AND OVER...	3,865	1,653	2,212	3,561
MEDIAN AGE..........	30.2	27.9	32.5	30.7

TABLE IX G
1970 POPULATION

HOWARD COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	11,442	5,606	5,836	12,734
UNDER 1 YEAR........	154	78	76	252
1 YEAR..............	169	72	97	256
2 YEARS.............	149	70	79	284
3 YEARS.............	169	94	75	259
4 YEARS.............	212	102	110	272
5 YEARS.............	202	111	91	275
6 YEARS.............	209	108	101	234
7 YEARS.............	234	114	120	290
8 YEARS.............	257	139	118	279
9 YEARS.............	273	137	136	273
10 YEARS............	244	120	124	253
11 YEARS............	246	125	121	264
12 YEARS............	277	137	140	297
13 YEARS............	247	138	109	279
14 YEARS............	269	125	144	236
15 YEARS............	264	139	125	224
16 YEARS............	213	107	106	214
17 YEARS............	267	136	131	236
18 YEARS............	163	92	71	157
19 YEARS............	91	51	40	88
20 YEARS............	64	29	35	107
21 YEARS AND OVER...	7,069	3,382	3,687	7,705
UNDER 5 YEARS.......	853	416	437	1,323
5 TO 9 YEARS........	1,175	609	566	1,351
10 TO 14 YEARS......	1,283	645	638	1,329
15 TO 19 YEARS......	998	525	473	919
20 TO 24 YEARS......	422	196	226	483
25 TO 29 YEARS......	457	227	230	567
30 TO 34 YEARS......	473	229	244	724
35 TO 39 YEARS......	531	253	278	687
40 TO 44 YEARS......	637	328	309	809
45 TO 49 YEARS......	632	320	312	772
50 TO 54 YEARS......	750	369	381	724
55 TO 59 YEARS......	699	345	354	654
60 TO 64 YEARS......	662	319	343	635
65 TO 69 YEARS......	564	271	293	586
70 TO 74 YEARS......	511	231	280	489
75 TO 79 YEARS......	366	156	210	338
80 TO 84 YEARS......	282	111	171	207
85 YEARS AND OVER...	147	56	91	137
UNDER 18 YEARS......	4,055	2,052	2,003	4,677
62 YEARS AND OVER...	2,261	1,012	1,249	2,138
65 YEARS AND OVER...	1,870	825	1,045	1,757
MEDIAN AGE..........	35.6	34.0	36.9	32.7

TABLE IX H

1970 POPULATION

WINNESHIEK COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	21,758	10,818	10,940	21,651
UNDER 1 YEAR........	316	174	142	521
1 YEAR..............	325	170	155	523
2 YEARS.............	303	148	155	489
3 YEARS.............	356	195	161	498
4 YEARS.............	349	193	156	520
5 YEARS.............	426	210	216	443
6 YEARS.............	422	225	197	468
7 YEARS.............	422	225	197	436
8 YEARS.............	458	221	237	459
9 YEARS.............	447	210	237	432
10 YEARS............	481	254	227	438
11 YEARS............	461	237	224	388
12 YEARS............	459	243	216	396
13 YEARS............	455	237	218	377
14 YEARS............	467	239	228	344
15 YEARS............	436	230	206	328
16 YEARS............	437	226	211	332
17 YEARS............	401	195	206	336
18 YEARS............	674	319	355	491
19 YEARS............	769	352	417	458
20 YEARS............	624	321	303	420
21 YEARS AND OVER...	12,270	5,994	6,276	12,554
UNDER 5 YEARS.......	1,649	880	769	2,551
5 TO 9 YEARS........	2,175	1,091	1,084	2,238
10 TO 14 YEARS......	2,323	1,210	1,113	1,943
15 TO 19 YEARS......	2,717	1,322	1,395	1,945
20 TO 24 YEARS......	1,897	978	919	1,497
25 TO 29 YEARS....	943	463	480	1,074
30 TO 34 YEARS......	938	459	479	1,131
35 TO 39 YEARS......	961	483	478	1,195
40 TO 44 YEARS......	1,055	541	514	1,173
45 TO 49 YEARS......	1,093	559	534	1,120
50 TO 54 YEARS......	1,079	545	534	1,113
55 TO 59 YEARS......	1,010	491	519	1,075
60 TO 64 YEARS......	983	474	509	1,068
65 TO 69 YEARS......	941	446	495	850
70 TO 74 YEARS......	836	384	452	682
75 TO 79 YEARS......	563	266	297	525
80 TO 84 YEARS......	319	132	187	281
85 YEARS AND OVER...	276	94	182	190
UNDER 18 YEARS......	7,421	3,832	3,589	7,728
62 YEARS AND OVER...	3,498	1,587	1,911	3,168
65 YEARS AND OVER...	2,935	1,322	1,613	2,528
MEDIAN AGE.........	25.6	24.6	27.0	28.0

TABLE IX A

1970 POPULATION

CERRO GORDO COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	49,335	23,544	25,791	49,894
UNDER 1 YEAR........	734	393	341	1,073
1 YEAR..............	707	351	356	1,145
2 YEARS.............	673	344	329	1,165
3 YEARS.............	702	354	348	1,102
4 YEARS.............	756	403	353	1,106
5 YEARS.............	802	420	382	1,109
6 YEARS.............	864	457	407	1,119
7 YEARS.............	927	480	447	1,113
8 YEARS.............	1,028	522	506	1,152
9 YEARS.............	992	500	492	998
10 YEARS............	1,031	547	484	981
11 YEARS............	1,054	541	513	935
12 YEARS............	1,042	521	521	1,039
13 YEARS............	1,015	504	511	941
14 YEARS............	1,023	502	521	745
15 YEARS............	1,034	533	501	748
16 YEARS............	1,037	518	519	773
17 YEARS............	1,026	504	522	768
18 YEARS............	1,154	572	582	680
19 YEARS............	970	469	501	563
20 YEARS............	714	308	406	541
21 YEARS AND OVER...	30,050	13,801	16,249	30,098
UNDER 5 YEARS.......	3,572	1,845	1,727	5,591
5 TO 9 YEARS........	4,613	2,379	2,234	5,491
10 TO 14 YEARS......	5,165	2,615	2,550	4,641
15 TO 19 YEARS......	5,221	2,596	2,625	3,532
20 TO 24 YEARS......	3,095	1,356	1,739	2,582
25 TO 29 YEARS......	2,608	1,263	1,345	2,715
30 TO 34 YEARS......	2,523	1,226	1,297	3,202
35 TO 39 YEARS......	2,511	1,148	1,363	3,213
40 TO 44 YEARS......	3,023	1,476	1,547	3,053
45 TO 49 YEARS......	3,018	1,455	1,563	2,826
50 TO 54 YEARS......	2,888	1,360	1,528	2,626
55 TO 59 YEARS......	2,511	1,196	1,315	2,350
60 TO 64 YEARS......	2,253	1,060	1,193	2,198
65 TO 69 YEARS......	1,943	846	1,097	2,049
70 TO 74 YEARS......	1,635	650	985	1,660
75 TO 79 YEARS......	1,297	556	741	1,097
80 TO 84 YEARS......	868	328	540	635
85 YEARS AND OVER...	591	189	402	433
UNDER 18 YEARS......	16,447	8,394	8,053	18,012
62 YEARS AND OVER...	7,628	3,175	4,453	7,192
65 YEARS AND OVER...	6,334	2,569	3,765	5,874
MEDIAN AGE..........	30.8	28.9	32.6	30.6

TABLE IX B

1970 POPULATION

FLOYD COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	19,860	9,654	10,206	21,102
UNDER 1 YEAR........	315	156	159	468
1 YEAR..............	340	160	180	463
2 YEARS.............	312	168	144	452
3 YEARS.............	343	165	178	410
4 YEARS.............	351	191	160	435
5 YEARS.............	371	209	162	424
6 YEARS.............	379	215	164	415
7 YEARS.............	374	184	190	455
8 YEARS.............	396	188	208	446
9 YEARS.............	413	219	194	450
10 YEARS............	444	230	214	437
11 YEARS............	375	180	195	432
12 YEARS............	438	227	211	433
13 YEARS............	378	183	195	460
14 YEARS............	423	225	198	334
15 YEARS............	394	193	201	351
16 YEARS............	393	211	182	350
17 YEARS............	402	193	209	383
18 YEARS............	320	156	164	252
19 YEARS............	211	114	97	207
20 YEARS............	182	73	109	191
21 YEARS AND OVER...	12,306	5,814	6,492	12,854
UNDER 5 YEARS.......	1,661	840	821	2,228
5 TO 9 YEARS........	1,933	1,015	918	2,190
10 TO 14 YEARS......	2,058	1,045	1,013	2,096
15 TO 19 YEARS......	1,720	867	853	1,543
20 TO 24 YEARS......	977	431	546	1,017
25 TO 29 YEARS......	1,195	591	604	1,021
30 TO 34 YEARS......	1,031	524	507	1,245
35 TO 39 YEARS......	937	450	487	1,308
40 TO 44 YEARS......	1,107	531	576	1,371
45 TO 49 YEARS......	1,164	560	604	1,272
50 TO 54 YEARS......	1,270	620	650	1,126
55 TO 59 YEARS......	1,091	552	539	974
60 TO 64 YEARS......	996	489	507	932
65 TO 69 YEARS......	772	362	410	892
70 TO 74 YEARS......	681	290	391	767
75 TO 79 YEARS......	563	221	342	583
80 TO 84 YEARS......	405	158	247	317
85 YEARS AND OVER...	299	108	191	220
UNDER 18 YEARS......	6,841	3,497	3,344	7,598
62 YEARS AND OVER...	3,295	1,418	1,877	3,338
65 YEARS AND OVER...	2,720	1,139	1,581	2,779
MEDIAN AGE..........	31.9	30.4	33.4	31.8

TABLE IX C

1970 POPULATION

FRANKLIN COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	13,255	6,450	6,805	15,472
UNDER 1 YEAR........	161	90	71	338
1 YEAR..............	145	70	75	276
2 YEARS.............	177	77	100	301
3 YEARS.............	182	88	94	287
4 YEARS.............	210	106	104	319
5 YEARS.............	199	93	106	318
6 YEARS.............	223	106	117	315
7 YEARS.............	261	132	129	303
8 YEARS.............	246	110	136	347
9 YEARS.............	258	135	123	309
10 YEARS............	294	154	140	285
11 YEARS............	252	127	125	304
12 YEARS............	274	140	134	340
13 YEARS............	257	126	131	311
14 YEARS............	284	137	147	242
15 YEARS............	290	169	121	259
16 YEARS............	281	147	134	273
17 YEARS............	269	145	124	275
18 YEARS............	217	124	93	174
19 YEARS............	115	63	52	164
20 YEARS............	106	52	54	127
21 YEARS AND OVER...	8,554	4,059	4,495	9,605
UNDER 5 YEARS.......	875	431	444	1,521
5 TO 9 YEARS........	1,187	576	611	1,592
10 TO 14 YEARS......	1,361	684	677	1,482
15 TO 19 YEARS......	1,172	648	524	1,145
20 TO 24 YEARS......	581	272	309	717
25 TO 29 YEARS......	642	322	320	777
30 TO 34 YEARS......	645	310	335	898
35 TO 39 YEARS......	680	312	368	1,027
40 TO 44 YEARS......	810	400	410	974
45 TO 49 YEARS......	839	392	447	990
50 TO 54 YEARS......	809	384	425	876
55 TO 59 YEARS......	800	399	401	806
60 TO 64 YEARS......	764	394	370	752
65 TO 69 YEARS......	625	237	338	682
70 TO 74 YEARS......	561	252	309	561
75 TO 79 YEARS......	442	198	244	355
80 TO 84 YEARS......	304	132	172	188
85 YEARS AND OVER...	158	57	101	129
UNDER 18 YEARS......	4,263	2,152	2,111	5,402
62 YEARS AND OVER...	2,505	1,138	1,367	2,366
65 YEARS AND OVER...	2,090	926	1,164	1,915
MEDIAN AGE..........	36.2	34.7	37.5	32.8

TABLE IX D
1970 POPULATION
HANCOCK COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	13,227	6,527	6,700	14,604
UNDER 1 YEAR........	193	105	88	319
1 YEAR..............	206	110	96	296
2 YEARS.............	211	110	101	321
3 YEARS.............	186	89	97	335
4 YEARS.............	218	106	112	330
5 YEARS.............	244	144	100	340
6 YEARS.............	245	125	120	319
7 YEARS.............	260	145	115	345
8 YEARS.............	250	141	109	314
9 YEARS.............	264	131	133	327
10 YEARS............	273	144	129	326
11 YEARS............	283	152	131	307
12 YEARS............	279	119	160	315
13 YEARS............	303	144	159	312
14 YEARS............	318	158	160	256
15 YEARS............	301	151	150	231
16 YEARS............	281	136	145	280
17 YEARS............	295	163	132	257
18 YEARS............	194	106	88	176
19 YEARS............	144	82	62	140
20 YEARS............	106	45	61	100
21 YEARS AND OVER...	8,173	3,921	4,252	8,658
UNDER 5 YEARS.......	1,014	520	494	1,601
5 TO 9 YEARS........	1,263	686	577	1,645
10 TO 14 YEARS......	1,456	717	739	1,516
15 TO 19 YEARS......	1,215	638	577	1,084
20 TO 24 YEARS......	583	275	308	633
25 TO 29 YEARS......	655	335	320	728
30 TO 34 YEARS......	667	328	339	872
35 TO 39 YEARS......	630	292	338	889
40 TO 44 YEARS......	750	370	380	878
45 TO 49 YEARS......	808	399	409	879
50 TO 54 YEARS......	805	399	406	803
55 TO 59 YEARS......	751	363	388	740
60 TO 64 YEARS......	700	345	355	676
65 TO 69 YEARS......	589	298	291	620
70 TO 74 YEARS......	505	229	276	471
75 TO 79 YEARS......	406	177	229	305
80 TO 84 YEARS......	265	104	161	174
85 YEARS AND OVER...	165	52	113	90
UNDER 18 YEARS......	4,610	2,373	2,237	5,530
62 YEARS AND OVER...	2,335	1,049	1,286	2,065
65 YEARS AND OVER...	1,930	860	1,070	1,660
MEDIAN AGE..........	33.2	31.4	34.9	30.5

TABLE IX E
1970 POPULATION

MITCHELL COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	13,108	6,357	6,751	14,043
UNDER 1 YEAR........	187	97	90	350
1 YEAR..............	194	102	92	337
2 YEARS.............	192	102	90	317
3 YEARS.............	202	95	107	320
4 YEARS.............	209	109	100	350
5 YEARS.............	269	148	121	321
6 YEARS.............	298	141	157	305
7 YEARS.............	288	151	137	326
8 YEARS.............	288	137	151	331
9 YEARS.............	302	156	146	306
10 YEARS............	304	159	145	288
11 YEARS............	334	174	160	322
12 YEARS............	310	153	157	287
13 YEARS............	282	130	152	292
14 YEARS............	334	155	179	245
15 YEARS............	278	140	138	246
16 YEARS............	295	145	150	238
17 YEARS............	295	143	152	235
18 YEARS............	203	117	86	175
19 YEARS............	127	65	62	114
20 YEARS............	81	31	50	115
21 YEARS AND OVER...	7,836	3,707	4,129	8,223
UNDER 5 YEARS.......	984	505	479	1,674
5 TO 9 YEARS........	1,445	733	712	1,589
10 TO 14 YEARS......	1,564	771	793	1,434
15 TO 19 YEARS......	1,198	610	588	1,008
20 TO 24 YEARS......	491	241	250	601
25 TO 29 YEARS......	586	302	284	650
30 TO 34 YEARS......	592	280	312	760
35 TO 39 YEARS......	644	309	335	790
40 TO 44 YEARS......	680	344	336	769
45 TO 49 YEARS......	722	349	373	758
50 TO 54 YEARS......	714	354	360	761
55 TO 59 YEARS......	697	347	350	693
60 TO 64 YEARS......	681	341	340	705
65 TO 69 YEARS......	573	260	313	612
70 TO 74 YEARS......	562	243	319	512
75 TO 79 YEARS......	444	191	253	401
80 TO 84 YEARS......	287	96	191	209
85 YEARS AND OVER...	244	81	163	117
UNDER 18 YEARS......	4,861	2,437	2,424	5,416
62 YEARS AND OVER...	2,495	1,065	1,430	2,274
65 YEARS AND OVER...	2,110	871	1,239	1,851
MEDIAN AGE..........	32.4	30.3	34.3	30.4

TABLE IX F
1970 POPULATION

WINNEBAGO COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	12,990	6,353	6,637	13,099
UNDER 1 YEAR........	169	87	82	279
1 YEAR..............	202	99	103	258
2 YEARS.............	186	87	99	276
3 YEARS.............	179	87	92	257
4 YEARS.............	176	88	88	257
5 YEARS.............	175	92	83	270
6 YEARS.............	237	109	128	255
7 YEARS.............	241	129	112	265
8 YEARS.............	236	122	114	262
9 YEARS.............	235	127	108	269
10 YEARS............	253	128	125	262
11 YEARS............	220	105	115	263
12 YEARS............	239	110	129	277
13 YEARS............	262	124	138	259
14 YEARS............	284	156	128	195
15 YEARS............	263	142	121	219
16 YEARS............	250	124	126	223
17 YEARS............	251	146	105	230
18 YEARS............	365	178	187	230
19 YEARS............	399	227	172	221
20 YEARS............	206	103	103	175
21 YEARS AND OVER...	7,962	3,783	4,179	7,897
UNDER 5 YEARS.......	912	448	464	1,327
5 TO 9 YEARS........	1,124	579	545	1,321
10 TO 14 YEARS......	1,258	623	635	1,256
15 TO 19 YEARS......	1,528	817	711	1,123
20 TO 24 YEARS......	731	350	381	702
25 TO 29 YEARS......	674	345	329	596
30 TO 34 YEARS......	610	303	307	710
35 TO 39 YEARS......	571	271	300	729
40 TO 44 YEARS......	685	352	333	797
45 TO 49 YEARS......	701	329	372	816
50 TO 54 YEARS......	754	385	369	764
55 TO 59 YEARS......	773	369	404	686
60 TO 64 YEARS......	711	345	366	629
65 TO 69 YEARS......	607	259	348	559
70 TO 74 YEARS......	523	238	285	473
75 TO 79 YEARS......	388	179	209	318
80 TO 34 YEARS......	260	96	164	177
85 YEARS AND OVER...	180	65	115	116
UNDER 18 YEARS......	4,058	2,062	1,996	4,576
62 YEARS AND OVER...	2,377	1,032	1,345	2,020
65 YEARS AND OVER...	1,958	837	1,121	1,643
MEDIAN AGE..........	32.2	30.2	34.1	31.6

TABLE IX G
1970 POPULATION

WORTH COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	8,968	4,410	4,558	10,259
UNDER 1 YEAR........	108	52	56	175
1 YEAR..............	123	65	58	205
2 YEARS.............	131	71	60	197
3 YEARS.............	135	71	64	194
4 YEARS.............	129	72	57	215
5 YEARS.............	153	76	77	206
6 YEARS.............	161	75	86	222
7 YEARS.............	166	83	83	202
8 YEARS.............	164	78	86	219
9 YEARS.............	165	91	74	225
10 YEARS............	171	87	84	229
11 YEARS............	181	91	90	215
12 YEARS............	172	70	102	206
13 YEARS............	169	81	88	229
14 YEARS............	202	98	104	181
15 YEARS............	192	92	100	210
16 YEARS............	176	81	95	186
17 YEARS............	192	110	82	195
18 YEARS............	120	55	65	131
19 YEARS............	106	58	48	92
20 YEARS............	91	41	50	94
21 YEARS AND OVER...	5,761	2,812	2,949	6,231
UNDER 5 YEARS.......	626	331	295	986
5 TO 9 YEARS........	809	403	406	1,074
10 TO 14 YEARS......	895	427	468	1,060
15 TO 19 YEARS......	786	396	390	814
20 TO 24 YEARS......	422	200	222	437
25 TO 29 YEARS......	432	221	211	444
30 TO 34 YEARS......	420	215	205	542
35 TO 39 YEARS......	415	200	215	599
40 TO 44 YEARS......	513	261	252	649
45 TO 49 YEARS......	532	261	271	646
50 TO 54 YEARS......	576	275	301	607
55 TO 59 YEARS......	565	279	286	588
60 TO 64 YEARS......	512	250	262	559
65 TO 69 YEARS......	473	223	250	443
70 TO 74 YEARS......	406	204	202	345
75 TO 79 YEARS......	287	142	145	258
80 TO 84 YEARS......	178	77	101	127
85 YEARS AND OVER...	121	45	76	81
UNDER 18 YEARS......	2,890	1,444	1,446	3,711
62 YEARS AND OVER...	1,774	837	937	1,589
65 YEARS AND OVER...	1,465	691	774	1,254
MEDIAN AGE..........	36.1	35.3	36.9	32.9

TABLE IX A

1970 POPULATION

CLAY COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	18,464	8,811	9,653	18,504
UNDER 1 YEAR........	276	147	129	359
1 YEAR..............	272	136	136	408
2 YEARS.............	259	133	126	404
3 YEARS.............	277	132	145	425
4 YEARS.............	276	129	147	446
5 YEARS.............	328	165	163	449
6 YEARS.............	336	173	163	400
7 YEARS.............	386	193	193	458
8 YEARS.............	367	173	194	434
9 YEARS.............	389	200	189	429
10 YEARS............	354	178	176	401
11 YEARS............	388	200	188	382
12 YEARS............	380	202	178	395
13 YEARS............	387	210	177	354
14 YEARS............	451	253	198	298
15 YEARS............	411	209	202	314
16 YEARS............	410	206	204	311
17 YEARS............	428	199	229	299
18 YEARS............	408	156	252	198
19 YEARS............	265	107	158	139
20 YEARS............	198	81	117	157
21 YEARS AND OVER...	11,218	5,229	5,989	11,044
UNDER 5 YEARS.......	1,360	677	683	2,042
5 TO 9 YEARS........	1,806	904	902	2,170
10 TO 14 YEARS......	1,960	1,043	917	1,830
15 TO 19 YEARS......	1,922	877	1,045	1,261
20 TO 24 YEARS......	1,006	431	575	773
25 TO 29 YEARS......	994	489	505	1,017
30 TO 34 YEARS......	928	444	484	1,185
35 TO 39 YEARS......	962	447	515	1,222
40 TO 44 YEARS......	1,100	535	565	1,136
45 TO 49 YEARS......	1,120	532	588	1,045
50 TO 54 YEARS......	1,058	519	539	1,010
55 TO 59 YEARS......	936	440	496	869
60 TO 64 YEARS......	890	424	466	832
65 TO 69 YEARS......	750	344	406	814
70 TO 74 YEARS......	625	266	359	549
75 TO 79 YEARS......	513	239	274	408
80 TO 84 YEARS......	324	127	197	216
85 YEARS AND OVER...	210	73	137	125
UNDER 18 YEARS......	6,375	3,238	3,137	6,966
62 YEARS AND OVER...	2,939	1,293	1,646	2,611
65 YEARS AND OVER...	2,422	1,049	1,373	2,112
MEDIAN AGE..........	31.0	29.8	32.1	30.7

TABLE IX B

1970 POPULATION

	DICKINSON COUNTY			
	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	12,565	6,191	6,374	12,574
UNDER 1 YEAR........	171	94	77	255
1 YEAR..............	176	93	83	241
2 YEARS.............	156	78	78	251
3 YEARS.............	177	98	79	266
4 YEARS.............	171	82	89	260
5 YEARS.............	204	109	95	260
6 YEARS.............	206	100	106	262
7 YEARS.............	214	110	104	262
8 YEARS.............	237	115	122	274
9 YEARS.............	250	141	109	276
10 YEARS............	250	119	131	256
11 YEARS............	245	127	118	258
12 YEARS............	255	131	124	257
13 YEARS............	270	134	136	278
14 YEARS............	263	140	123	193
15 YEARS............	265	147	118	181
16 YEARS............	258	131	127	205
17 YEARS............	260	151	109	200
18 YEARS............	209	103	106	156
19 YEARS............	150	79	71	94
20 YEARS............	122	58	64	105
21 YEARS AND OVER...	8,056	3,851	4,205	7,784
UNDER 5 YEARS.......	851	445	406	1,273
5 TO 9 YEARS........	1,111	575	536	1,334
10 TO 14 YEARS......	1,283	651	632	1,242
15 TO 19 YEARS......	1,142	611	531	836
20 TO 24 YEARS......	627	303	324	493
25 TO 29 YEARS......	652	324	328	588
30 TO 34 YEARS......	554	269	285	657
35 TO 39 YEARS......	616	294	322	763
40 TO 44 YEARS......	704	341	363	796
45 TO 49 YEARS......	766	373	393	813
50 TO 54 YEARS......	827	390	437	717
55 TO 59 YEARS......	805	396	409	737
60 TO 64 YEARS......	721	348	373	653
65 TO 69 YEARS......	628	305	323	625
70 TO 74 YEARS......	488	227	261	483
75 TO 79 YEARS......	379	171	208	287
80 TO 84 YEARS......	257	103	154	163
85 YEARS AND OVER...	154	65	89	114
UNDER 18 YEARS......	4,028	2,100	1,928	4,435
62 YEARS AND OVER...	2,307	1,070	1,237	2,063
65 YEARS AND OVER...	1,906	871	1,035	1,672
MEDIAN AGE..........	35.5	33.5	37.3	34.0

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TABLE IX C

1970 POPULATION

EMMET COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	14,009	6,840	7,169	14,871
UNDER 1 YEAR........	217	114	103	320
1 YEAR..............	230	109	121	348
2 YEARS.............	206	111	95	338
3 YEARS.............	232	119	113	338
4 YEARS.............	218	119	99	355
5 YEARS.............	254	140	114	350
6 YEARS.............	271	134	137	350
7 YEARS.............	270	127	143	356
8 YEARS.............	277	141	136	380
9 YEARS.............	319	178	141	329
10 YEARS............	292	146	146	325
11 YEARS............	307	144	163	331
12 YEARS............	299	162	137	333
13 YEARS............	294	143	151	348
14 YEARS............	305	159	146	243
15 YEARS............	282	160	122	251
16 YEARS............	325	174	151	262
17 YEARS............	296	159	137	233
18 YEARS............	355	172	183	170
19 YEARS............	323	169	154	158
20 YEARS............	211	101	110	127
21 YEARS AND OVER...	8,226	3,859	4,367	8,626
UNDER 5 YEARS.......	1,103	572	531	1,699
5 TO 9 YEARS........	1,391	720	671	1,765
10 TO 14 YEARS......	1,497	754	743	1,580
15 TO 19 YEARS......	1,581	834	747	1,074
20 TO 24 YEARS......	830	388	442	714
25 TO 29 YEARS......	672	325	347	731
30 TO 34 YEARS......	697	350	347	898
35 TO 39 YEARS......	652	324	328	882
40 TO 44 YEARS......	774	370	404	912
45 TO 49 YEARS......	771	382	389	852
50 TO 54 YEARS......	773	334	439	757
55 TO 59 YEARS......	746	379	367	702
60 TO 64 YEARS......	677	317	360	605
65 TO 69 YEARS......	570	264	306	606
70 TO 74 YEARS......	468	202	266	468
75 TO 79 YEARS......	382	166	216	326
80 TO 84 YEARS......	248	96	152	181
85 YEARS AND OVER...	177	63	114	119
UNDER 18 YEARS......	4,894	2,539	2,355	5,790
62 YEARS AND OVER...	2,238	975	1,263	2,063
65 YEARS AND OVER...	1,845	791	1,054	1,700
MEDIAN AGE.........	29.5	27.3	31.5	29.1

TABLE IX D

1970 POPULATION

KOSSUTH COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	22,937	11,330	11,607	25,314
UNDER 1 YEAR........	361	201	160	628
1 YEAR..............	332	183	149	594
2 YEARS.............	336	162	174	635
3 YEARS.............	416	225	191	601
4 YEARS.............	399	211	188	628
5 YEARS.............	451	232	219	614
6 YEARS.............	500	249	251	626
7 YEARS.............	507	266	241	582
8 YEARS.............	532	281	251	614
9 YEARS.............	583	309	274	549
10 YEARS............	537	275	262	572
11 YEARS............	552	274	278	623
12 YEARS............	563	275	288	560
13 YEARS............	509	274	235	525
14 YEARS............	593	286	307	490
15 YEARS............	524	243	281	392
16 YEARS............	536	279	257	473
17 YEARS............	528	283	245	448
18 YEARS............	383	203	180	269
19 YEARS............	192	115	77	214
20 YEARS............	212	104	108	223
21 YEARS AND OVER...	13,391	6,400	6,991	14,454
UNDER 5 YEARS.......	1,844	982	862	3,086
5 TO 9 YEARS........	2,573	1,337	1,236	2,985
10 TO 14 YEARS......	2,754	1,384	1,370	2,770
15 TO 19 YEARS......	2,163	1,123	1,040	1,796
20 TO 24 YEARS......	1,053	500	553	1,215
25 TO 29 YEARS......	1,047	523	524	1,303
30 TO 34 YEARS......	1,123	533	590	1,426
35 TO 39 YEARS......	1,169	575	594	1,540
40 TO 44 YEARS......	1,244	608	636	1,501
45 TO 49 YEARS......	1,359	655	704	1,401
50 TO 54 YEARS......	1,290	658	632	1,350
55 TO 59 YEARS......	1,196	580	616	1,261
60 TO 64 YEARS......	1,156	561	595	1,123
65 TO 69 YEARS......	990	466	524	907
70 TO 74 YEARS......	833	372	461	707
75 TO 79 YEARS......	586	245	341	502
80 TO 34 YEARS......	333	149	184	274
85 YEARS AND OVER...	224	79	145	167
UNDER 18 YEARS......	8,759	4,508	4,251	10,154
62 YEARS AND OVER...	3,653	1,629	2,024	3,230
65 YEARS AND OVER...	2,966	1,311	1,655	2,557
MEDIAN AGE..........	30.2	28.2	31.9	28.1

TABLE IX E
1970 POPULATION

PALO ALTO COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES	13,289	6,576	6,713	14,736
UNDER 1 YEAR	191	93	98	338
1 YEAR	177	99	78	352
2 YEARS	173	90	83	359
3 YEARS	219	112	107	348
4 YEARS	210	109	101	339
5 YEARS	225	105	120	341
6 YEARS	282	147	135	364
7 YEARS	272	148	124	354
8 YEARS	307	163	144	355
9 YEARS	292	142	150	357
10 YEARS	323	180	143	326
11 YEARS	301	169	132	343
12 YEARS	303	171	132	329
13 YEARS	295	141	154	302
14 YEARS	287	125	162	273
15 YEARS	330	166	164	235
16 YEARS	324	190	134	284
17 YEARS	299	154	145	255
18 YEARS	263	133	130	197
19 YEARS	203	112	91	124
20 YEARS	138	69	69	116
21 YEARS AND OVER	7,875	3,758	4,117	8,445
UNDER 5 YEARS	970	503	467	1,736
5 TO 9 YEARS	1,378	705	673	1,771
10 TO 14 YEARS	1,509	786	723	1,573
15 TO 19 YEARS	1,419	755	664	1,095
20 TO 24 YEARS	609	293	316	603
25 TO 29 YEARS	539	278	261	768
30 TO 34 YEARS	568	252	316	858
35 TO 39 YEARS	671	311	360	811
40 TO 44 YEARS	737	362	375	823
45 TO 49 YEARS	743	377	366	825
50 TO 54 YEARS	741	356	385	775
55 TO 59 YEARS	746	353	393	745
60 TO 64 YEARS	708	361	347	660
65 TO 69 YEARS	613	303	310	621
70 TO 74 YEARS	547	240	307	472
75 TO 79 YEARS	384	175	209	329
80 TO 34 YEARS	258	100	158	147
85 YEARS AND OVER	149	66	83	124
UNDER 18 YEARS	4,810	2,504	2,306	5,854
62 YEARS AND OVER	2,357	1,103	1,254	2,089
65 YEARS AND OVER	1,951	884	1,067	1,693
MEDIAN AGE	31.9	29.4	34.0	28.8

TABLE IX A
1970 POPULATION

CHEROKEE COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	17,269	8,401	8,868	18,598
UNDER 1 YEAR........	288	143	145	378
1 YEAR..............	252	126	126	375
2 YEARS.............	265	142	123	371
3 YEARS.............	252	135	117	387
4 YEARS.............	277	155	122	427
5 YEARS.............	297	160	137	385
6 YEARS.............	328	156	172	411
7 YEARS.............	356	181	175	435
8 YEARS.............	397	205	192	417
9 YEARS.............	372	181	191	406
10 YEARS............	372	190	182	385
11 YEARS............	359	189	170	373
12 YEARS............	404	206	198	359
13 YEARS............	368	173	195	363
14 YEARS............	400	208	192	276
15 YEARS............	388	211	177	273
16 YEARS............	378	195	183	273
17 YEARS............	428	214	214	290
18 YEARS............	273	145	128	212
19 YEARS............	179	88	91	161
20 YEARS............	172	79	93	156
21 YEARS AND OVER...	10,464	4,919	5,545	11,485
UNDER 5 YEARS.......	1,334	701	633	1,938
5 TO 9 YEARS........	1,750	883	867	2,054
10 TO 14 YEARS......	1,903	966	937	1,756
15 TO 19 YEARS......	1,646	853	793	1,209
20 TO 24 YEARS......	926	433	493	786
25 TO 29 YEARS......	934	475	459	991
30 TO 34 YEARS......	816	379	437	1,124
35 TO 39 YEARS......	879	407	472	1,145
40 TO 44 YEARS......	1,012	516	496	1,152
45 TO 49 YEARS......	1,001	484	517	1,074
50 TO 54 YEARS......	1,014	486	528	1,024
55 TO 59 YEARS......	872	406	466	978
60 TO 64 YEARS......	839	420	419	920
65 TO 69 YEARS......	713	334	379	890
70 TO 74 YEARS......	597	236	361	714
75 TO 79 YEARS......	511	223	288	438
80 TO 84 YEARS......	319	123	196	240
85 YEARS AND OVER...	203	76	127	165
UNDER 18 YEARS......	6,181	3,170	3,011	6,584
62 YEARS AND OVER...	2,840	1,233	1,607	2,999
65 YEARS AND OVER...	2,343	992	1,351	2,447
MEDIAN AGE..........	30.9	28.8	32.9	32.5

TABLE IX B
1970 POPULATION
LYON COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	13,340	6,588	6,752	14,468
UNDER 1 YEAR........	248	124	124	336
1 YEAR..............	230	119	111	376
2 YEARS.............	182	84	98	351
3 YEARS.............	227	117	110	357
4 YEARS.............	252	136	116	342
5 YEARS.............	246	136	110	363
6 YEARS.............	271	129	142	345
7 YEARS.............	257	124	133	360
8 YEARS.............	303	165	138	325
9 YEARS.............	317	157	160	317
10 YEARS............	323	166	157	328
11 YEARS............	343	194	149	293
12 YEARS............	336	165	171	336
13 YEARS............	335	165	170	286
14 YEARS............	315	159	156	289
15 YEARS............	337	170	167	244
16 YEARS............	289	139	150	230
17 YEARS............	323	166	157	265
18 YEARS............	195	106	89	178
19 YEARS............	130	69	61	140
20 YEARS............	113	45	68	121
21 YEARS AND OVER...	7,768	3,753	4,015	8,286
UNDER 5 YEARS.......	1,139	580	559	1,762
5 TO 9 YEARS........	1,394	711	683	1,710
10 TO 14 YEARS......	1,652	849	803	1,532
15 TO 19 YEARS......	1,274	650	624	1,057
20 TO 24 YEARS......	623	287	336	686
25 TO 29 YEARS......	593	307	286	755
30 TO 34 YEARS......	627	292	335	860
35 TO 39 YEARS......	745	358	387	870
40 TO 44 YEARS......	728	361	367	845
45 TO 49 YEARS......	742	368	374	782
50 TO 54 YEARS......	754	374	380	732
55 TO 59 YEARS......	681	317	364	720
60 TO 64 YEARS......	632	309	323	683
65 TO 69 YEARS......	587	284	303	560
70 TO 74 YEARS......	524	249	275	404
75 TO 79 YEARS......	336	154	182	272
80 TO 84 YEARS......	181	86	95	138
85 YEARS AND OVER...	128	52	76	100
UNDER 18 YEARS......	5,134	2,615	2,519	5,743
62 YEARS AND OVER...	2,112	988	1,124	1,883
65 YEARS AND OVER...	1,756	825	931	1,474
MEDIAN AGE..........	30.0	28.5	31.3	28.2

TABLE IX C

1970 POPULATION

OBRIEN COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	17,552	8,458	9,064	18,840
UNDER 1 YEAR........	264	124	140	439
1 YEAR..............	266	140	126	412
2 YEARS.............	237	116	121	439
3 YEARS.............	255	137	118	433
4 YEARS.............	268	136	132	430
5 YEARS.............	296	150	146	428
6 YEARS.............	321	172	149	417
7 YEARS.............	336	162	174	415
8 YEARS.............	329	168	161	435
9 YEARS.............	396	195	201	365
10 YEARS............	429	226	203	425
11 YEARS............	374	192	182	353
12 YEARS............	399	190	209	412
13 YEARS............	405	212	193	365
14 YEARS............	392	218	174	294
15 YEARS............	420	206	214	298
16 YEARS............	371	191	180	267
17 YEARS............	379	193	186	326
18 YEARS............	294	148	146	218
19 YEARS............	192	112	80	143
20 YEARS............	169	75	94	144
21 YEARS AND OVER...	10,730	4,995	5,735	11,382
UNDER 5 YEARS.......	1,290	653	637	2,153
5 TO 9 YEARS........	1,678	847	831	2,060
10 TO 14 YEARS......	1,999	1,038	961	1,849
15 TO 19 YEARS......	1,656	850	806	1,252
20 TO 24 YEARS......	783	347	436	875
25 TO 29 YEARS......	773	373	400	970
30 TO 34 YEARS......	826	386	440	1,089
35 TO 39 YEARS......	891	433	458	1,085
40 TO 44 YEARS......	995	467	528	1,076
45 TO 49 YEARS......	1,020	507	513	1,031
50 TO 54 YEARS......	989	469	520	1,020
55 TO 59 YEARS......	925	441	484	956
60 TO 64 YEARS......	917	427	490	953
65 TO 69 YEARS......	763	347	416	898
70 TO 74 YEARS......	779	362	417	719
75 TO 79 YEARS......	629	274	355	445
80 TO 84 YEARS......	360	142	218	247
85 YEARS AND OVER...	249	95	154	162
UNDER 18 YEARS......	6,137	3,128	3,009	6,953
62 YEARS AND OVER...	3,317	1,471	1,846	3,042
65 YEARS AND OVER...	2,780	1,220	1,560	2,471
MEDIAN AGE..........	33.5	31.6	35.2	31.2

TABLE IX D
1970 POPULATION

OSCEOLA COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	8,555	4,225	4,330	10,064
UNDER 1 YEAR........	141	64	77	240
1 YEAR..............	120	58	62	233
2 YEARS.............	113	56	57	252
3 YEARS.............	122	72	50	217
4 YEARS.............	130	71	59	281
5 YEARS.............	152	79	73	249
6 YEARS.............	153	78	75	243
7 YEARS.............	166	87	79	225
8 YEARS.............	187	91	96	239
9 YEARS.............	167	89	78	223
10 YEARS............	195	100	95	214
11 YEARS............	204	104	100	203
12 YEARS............	213	116	97	222
13 YEARS............	183	80	103	206
14 YEARS............	224	115	109	152
15 YEARS............	231	115	116	172
16 YEARS............	202	105	97	169
17 YEARS............	185	108	77	162
18 YEARS............	144	75	69	124
19 YEARS............	80	49	31	93
20 YEARS............	58	26	32	82
21 YEARS AND OVER...	5,185	2,487	2,698	5,863
UNDER 5 YEARS.......	626	321	305	1,223
5 TO 9 YEARS........	825	424	401	1,179
10 TO 14 YEARS......	1,019	515	504	997
15 TO 19 YEARS......	842	452	390	720
20 TO 24 YEARS......	373	180	193	431
25 TO 29 YEARS......	365	183	182	520
30 TO 34 YEARS......	358	174	184	570
35 TO 39 YEARS......	442	192	250	628
40 TO 44 YEARS......	464	246	218	604
45 TO 49 YEARS......	500	244	256	609
50 TO 54 YEARS......	498	225	273	517
55 TO 59 YEARS......	520	258	262	528
60 TO 64 YEARS......	441	230	211	456
65 TO 69 YEARS......	421	196	225	418
70 TO 74 YEARS......	331	153	178	308
75 TO 79 YEARS......	274	123	151	175
80 TO 84 YEARS......	160	74	86	117
85 YEARS AND OVER...	96	35	61	64
UNDER 18 YEARS......	3,088	1,588	1,500	3,902
62 YEARS AND OVER...	1,548	716	832	1,355
65 YEARS AND OVER...	1,282	581	701	1,082
MEDIAN AGE..........	33.2	31.1	35.1	29.6

TABLE IX E
1970 POPULATION

SIOUX COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	27,996	13,523	14,473	26,375
UNDER 1 YEAR........	459	224	235	656
1 YEAR..............	463	224	239	612
2 YEARS.............	449	238	211	662
3 YEARS.............	456	225	231	657
4 YEARS.............	535	256	279	664
5 YEARS.............	546	270	276	645
6 YEARS.............	601	325	276	686
7 YEARS.............	574	303	271	645
8 YEARS.............	610	293	317	643
9 YEARS.............	639	324	315	623
10 YEARS............	652	344	308	590
11 YEARS............	571	282	289	568
12 YEARS............	630	324	306	562
13 YEARS............	660	330	330	534
14 YEARS............	616	299	317	425
15 YEARS............	625	292	333	476
16 YEARS............	647	309	338	453
17 YEARS............	626	318	308	481
18 YEARS............	758	383	375	412
19 YEARS............	686	305	381	358
20 YEARS............	564	259	305	296
21 YEARS AND OVER...	15,629	7,396	8,233	14,727
UNDER 5 YEARS.......	2,362	1,167	1,195	3,251
5 TO 9 YEARS........	2,970	1,515	1,455	3,242
10 TO 14 YEARS......	3,129	1,579	1,550	2,679
15 TO 19 YEARS......	3,342	1,607	1,735	2,180
20 TO 24 YEARS......	2,062	985	1,077	1,365
25 TO 29 YEARS......	1,406	687	719	1,377
30 TO 34 YEARS......	1,338	648	690	1,484
35 TO 39 YEARS......	1,327	660	667	1,501
40 TO 44 YEARS......	1,471	705	766	1,519
45 TO 49 YEARS......	1,454	702	752	1,382
50 TO 54 YEARS......	1,421	695	726	1,271
55 TO 59 YEARS......	1,242	586	656	1,207
60 TO 64 YEARS......	1,167	513	654	1,146
65 TO 69 YEARS......	1,058	499	559	1,023
70 TO 74 YEARS......	921	416	505	830
75 TO 79 YEARS......	695	314	381	480
80 TO 34 YEARS......	402	148	254	265
85 YEARS AND OVER...	229	97	132	173
UNDER 18 YEARS......	10,359	5,180	5,179	10,582
62 YEARS AND OVER...	3,990	1,775	2,215	3,458
65 YEARS AND OVER...	3,305	1,474	1,831	2,771
MEDIAN AGE..........	25.5	24.5	26.6	26.7

TABLE IX A
1970 POPULATION

BUENA VISTA COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	20,693	9,991	10,702	21,189
UNDER 1 YEAR........	322	151	171	449
1 YEAR..............	258	122	136	446
2 YEARS.............	305	167	138	454
3 YEARS.............	261	128	133	484
4 YEARS.............	304	156	148	489
5 YEARS.............	319	163	156	462
6 YEARS.............	390	188	202	442
7 YEARS.............	390	188	202	474
8 YEARS.............	408	202	206	458
9 YEARS.............	425	213	212	412
10 YEARS............	459	222	237	461
11 YEARS............	421	211	210	415
12 YEARS............	446	226	220	403
13 YEARS............	475	251	224	389
14 YEARS............	448	232	216	346
15 YEARS............	444	230	214	320
16 YEARS............	432	208	224	329
17 YEARS............	449	246	203	323
18 YEARS............	404	212	192	249
19 YEARS............	288	153	135	226
20 YEARS............	310	144	166	207
21 YEARS AND OVER...	12,735	5,978	6,757	12,951
UNDER 5 YEARS.......	1,450	724	726	2,322
5 TO 9 YEARS........	1,932	954	978	2,248
10 TO 14 YEARS......	2,249	1,142	1,107	2,014
15 TO 19 YEARS......	2,017	1,049	968	1,447
20 TO 24 YEARS......	1,286	637	649	1,004
25 TO 29 YEARS......	935	455	480	1,073
30 TO 34 YEARS......	890	416	474	1,319
35 TO 39 YEARS......	1,013	484	529	1,313
40 TO 44 YEARS......	1,248	598	650	1,335
45 TO 49 YEARS......	1,274	619	655	1,188
50 TO 54 YEARS......	1,261	611	650	1,064
55 TO 59 YEARS......	1,136	580	556	1,034
60 TO 64 YEARS......	945	469	476	1,021
65 TO 69 YEARS......	845	352	493	980
70 TO 74 YEARS......	775	341	434	800
75 TO 79 YEARS......	688	286	402	549
80 TO 34 YEARS......	449	170	279	310
85 YEARS AND OVER...	300	104	196	168
UNDER 18 YEARS......	6,956	3,504	3,452	7,556
62 YEARS AND OVER...	3,620	1,529	2,091	3,419
65 YEARS AND OVER...	3,057	1,253	1,804	2,807
MEDIAN AGE..........	32.7	30.4	34.7	31.8

TABLE IX B

1970 POPULATION

CALHOUN COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	14,287	6,790	7,497	15,923
UNDER 1 YEAR........	184	86	98	311
1 YEAR..............	190	94	96	321
2 YEARS.............	202	101	101	330
3 YEARS.............	180	83	97	325
4 YEARS.............	213	94	119	335
5 YEARS.............	235	117	118	320
6 YEARS.............	244	132	112	344
7 YEARS.............	250	128	122	346
8 YEARS.............	289	153	136	345
9 YEARS.............	291	137	154	347
10 YEARS............	284	134	150	340
11 YEARS............	280	138	142	338
12 YEARS............	303	149	154	300
13 YEARS............	314	155	159	341
14 YEARS............	330	153	177	256
15 YEARS............	304	154	150	275
16 YEARS............	283	138	145	291
17 YEARS............	321	171	150	265
18 YEARS............	231	124	107	172
19 YEARS............	138	62	76	107
20 YEARS............	132	55	77	122
21 YEARS AND OVER...	9,089	4,232	4,857	9,792
UNDER 5 YEARS.......	969	458	511	1,622
5 TO 9 YEARS........	1,309	667	642	1,702
10 TO 14 YEARS......	1,511	729	782	1,575
15 TO 19 YEARS......	1,277	649	628	1,110
20 TO 24 YEARS......	590	268	322	682
25 TO 29 YEARS......	661	299	362	740
30 TO 34 YEARS......	656	302	354	846
35 TO 39 YEARS......	695	328	367	950
40 TO 44 YEARS......	771	400	371	988
45 TO 49 YEARS......	860	399	461	946
50 TO 54 YEARS......	910	449	461	884
55 TO 59 YEARS......	837	393	444	833
60 TO 64 YEARS......	781	377	404	845
65 TO 69 YEARS......	726	315	411	752
70 TO 74 YEARS......	658	304	354	638
75 TO 79 YEARS......	515	211	304	434
80 TO 84 YEARS......	330	151	179	221
85 YEARS AND OVER...	231	91	140	155
UNDER 18 YEARS......	4,697	2,317	2,380	5,730
62 YEARS AND OVER...	2,884	1,272	1,612	2,707
65 YEARS AND OVER...	2,460	1,072	1,388	2,200
MEDIAN AGE..........	36.2	35.4	37.0	33.1

TABLE IX C

1970 POPULATION

GREENE COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	12,716	6,078	6,638	14,379
UNDER 1 YEAR........	187	100	87	282
1 YEAR..............	175	94	81	265
2 YEARS.............	193	99	94	270
3 YEARS.............	177	82	95	290
4 YEARS.............	212	119	93	311
5 YEARS.............	234	112	122	284
6 YEARS.............	216	98	118	300
7 YEARS.............	250	112	138	295
8 YEARS.............	253	125	128	311
9 YEARS.............	259	121	138	317
10 YEARS............	262	145	117	285
11 YEARS............	237	121	116	297
12 YEARS............	236	112	124	312
13 YEARS............	232	126	106	273
14 YEARS............	293	150	143	258
15 YEARS............	264	152	112	245
16 YEARS............	260	126	134	251
17 YEARS............	276	141	135	213
18 YEARS............	173	99	74	155
19 YEARS............	119	51	68	107
20 YEARS............	106	45	61	124
21 YEARS AND OVER...	8,102	3,748	4,354	8,934
UNDER 5 YEARS.......	944	494	450	1,418
5 TO 9 YEARS........	1,212	568	644	1,507
10 TO 14 YEARS......	1,260	654	606	1,425
15 TO 19 YEARS......	1,092	569	523	971
20 TO 24 YEARS......	581	259	322	623
25 TO 29 YEARS......	599	296	303	666
30 TO 34 YEARS......	598	300	298	784
35 TO 39 YEARS......	585	275	310	821
40 TO 44 YEARS......	689	345	344	838
45 TO 49 YEARS......	717	342	375	933
50 TO 54 YEARS......	767	346	421	886
55 TO 59 YEARS......	818	396	422	778
60 TO 64 YEARS......	749	364	385	694
65 TO 69 YEARS......	620	280	340	681
70 TO 74 YEARS......	520	225	295	613
75 TO 79 YEARS......	442	176	266	378
80 TO 34 YEARS......	332	126	206	233
85 YEARS AND OVER...	191	63	128	130
UNDER 18 YEARS......	4,216	2,135	2,081	5,059
62 YEARS AND OVER...	2,561	1,094	1,467	2,451
65 YEARS AND OVER...	2,105	870	1,235	2,035
MEDIAN AGE..........	35.6	33.3	37.8	33.7

TABLE IX D

1970 POPULATION

HAMILTON COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	18,383	8,976	9,407	20,032
UNDER 1 YEAR........	270	136	134	448
1 YEAR..............	252	129	123	412
2 YEARS.............	253	137	116	436
3 YEARS.............	262	131	131	408
4 YEARS.............	292	161	131	441
5 YEARS.............	348	183	165	423
6 YEARS.............	351	185	166	428
7 YEARS.............	351	175	176	416
8 YEARS.............	375	179	196	419
9 YEARS.............	365	187	178	386
10 YEARS............	418	219	199	424
11 YEARS............	364	193	171	399
12 YEARS............	379	199	180	438
13 YEARS............	381	188	193	426
14 YEARS............	372	186	186	307
15 YEARS............	385	195	190	345
16 YEARS............	388	200	188	343
17 YEARS............	376	178	198	337
18 YEARS............	311	172	139	230
19 YEARS............	235	121	114	211
20 YEARS............	202	96	106	175
21 YEARS AND OVER...	11,453	5,426	6,027	12,180
UNDER 5 YEARS.......	1,329	694	635	2,145
5 TO 9 YEARS........	1,790	909	881	2,072
10 TO 14 YEARS......	1,914	985	929	1,994
15 TO 19 YEARS......	1,695	866	829	1,466
20 TO 24 YEARS......	1,032	507	525	960
25 TO 29 YEARS......	982	469	513	997
30 TO 34 YEARS......	969	474	495	1,258
35 TO 39 YEARS......	924	432	492	1,331
40 TO 44 YEARS......	1,125	572	553	1,286
45 TO 49 YEARS......	1,127	559	568	1,144
50 TO 54 YEARS......	1,100	543	557	1,039
55 TO 59 YEARS......	992	514	478	1,005
60 TO 64 YEARS......	885	396	489	913
65 TO 69 YEARS......	810	368	442	826
70 TO 74 YEARS......	662	289	373	697
75 TO 79 YEARS......	530	203	327	476
80 TO 84 YEARS......	322	132	190	233
85 YEARS AND OVER...	195	64	131	190
UNDER 18 YEARS......	6,182	3,161	3,021	7,236
62 YEARS AND OVER...	3,043	1,286	1,757	2,969
65 YEARS AND OVER...	2,519	1,056	1,463	2,422
MEDIAN AGE..........	32.3	30.6	34.0	31.5

TABLE IX E

1970 POPULATION

HUMBOLDT COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	12,519	6,135	6,384	13,156
UNDER 1 YEAR........	151	81	70	291
1 YEAR..............	175	89	86	314
2 YEARS.............	167	92	75	286
3 YEARS.............	192	94	98	291
4 YEARS.............	211	98	113	304
5 YEARS.............	250	123	127	336
6 YEARS.............	236	122	114	292
7 YEARS.............	252	136	116	312
8 YEARS.............	240	129	111	309
9 YEARS.............	283	142	141	272
10 YEARS............	308	150	158	280
11 YEARS............	309	164	145	275
12 YEARS............	275	129	146	242
13 YEARS............	281	151	130	255
14 YEARS............	296	151	145	217
15 YEARS............	312	178	134	218
16 YEARS............	287	133	154	205
17 YEARS............	285	156	129	252
18 YEARS............	209	111	98	161
19 YEARS............	117	72	45	98
20 YEARS............	114	49	65	98
21 YEARS AND OVER...	7,569	3,585	3,984	7,848
UNDER 5 YEARS.......	896	454	442	1,486
5 TO 9 YEARS........	1,261	652	609	1,521
10 TO 14 YEARS......	1,469	745	724	1,269
15 TO 19 YEARS......	1,210	650	560	934
20 TO 24 YEARS......	536	237	299	595
25 TO 29 YEARS......	599	298	301	626
30 TO 34 YEARS......	605	283	322	784
35 TO 39 YEARS......	626	292	334	813
40 TO 44 YEARS......	739	368	371	878
45 TO 49 YEARS......	779	389	390	744
50 TO 54 YEARS......	802	401	401	691
55 TO 59 YEARS......	664	318	346	619
60 TO 64 YEARS......	619	314	305	590
65 TO 69 YEARS......	506	230	276	571
70 TO 74 YEARS......	465	207	258	443
75 TO 79 YEARS......	387	154	233	345
80 TO 84 YEARS......	209	87	122	151
85 YEARS AND OVER...	147	56	91	96
UNDER 18 YEARS......	4,510	2,318	2,192	4,951
62 YEARS AND OVER...	2,065	916	1,149	1,960
65 YEARS AND OVER...	1,714	734	980	1,606
MEDIAN AGE.........	32.4	30.6	34.0	30.9

TABLE IX F

1970 POPULATION

POCAHONTAS COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	12,729	6,294	6,435	14,234
UNDER 1 YEAR........	201	116	85	323
1 YEAR..............	184	107	77	301
2 YEARS.............	194	103	91	286
3 YEARS.............	196	107	89	317
4 YEARS.............	197	92	105	342
5 YEARS.............	240	118	122	314
6 YEARS.............	258	126	132	329
7 YEARS.............	238	125	113	330
8 YEARS.............	290	142	148	300
9 YEARS.............	286	152	134	315
10 YEARS............	311	165	146	311
11 YEARS............	253	125	128	319
12 YEARS............	262	131	131	304
13 YEARS............	289	143	146	306
14 YEARS............	307	151	156	242
15 YEARS............	283	136	147	252
16 YEARS............	301	153	148	258
17 YEARS............	291	162	129	274
18 YEARS............	189	111	78	162
19 YEARS............	118	70	48	102
20 YEARS............	94	47	47	99
21 YEARS AND OVER...	7,747	3,712	4,035	8,448
UNDER 5 YEARS.......	972	525	447	1,569
5 TO 9 YEARS........	1,312	663	649	1,588
10 TO 14 YEARS......	1,422	715	707	1,482
15 TO 19 YEARS......	1,182	632	550	1,048
20 TO 24 YEARS......	538	279	259	572
25 TO 29 YEARS......	592	286	306	637
30 TO 34 YEARS......	617	296	321	761
35 TO 39 YEARS......	598	294	304	820
40 TO 44 YEARS......	690	329	361	927
45 TO 49 YEARS......	729	386	343	834
50 TO 54 YEARS......	779	369	410	737
55 TO 59 YEARS......	691	339	352	743
60 TO 64 YEARS......	604	299	305	746
65 TO 69 YEARS......	613	277	336	650
70 TO 74 YEARS......	540	254	286	500
75 TO 79 YEARS......	405	182	223	324
80 TO 34 YEARS......	277	104	173	155
85 YEARS AND OVER...	168	65	103	141
UNDER 18 YEARS......	4,581	2,354	2,227	5,423
62 YEARS AND OVER...	2,364	1,060	1,304	2,217
65 YEARS AND OVER...	2,003	882	1,121	1,770
MEDIAN AGE..........	32.8	30.8	34.7	31.5

TABLE IX G

1970 POPULATION

SAC COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	15,573	7,547	8,026	17,007
UNDER 1 YEAR........	222	116	106	345
1 YEAR..............	218	106	112	378
2 YEARS.............	228	108	120	353
3 YEARS.............	216	114	102	367
4 YEARS.............	243	119	124	376
5 YEARS.............	230	102	128	392
6 YEARS.............	273	146	127	359
7 YEARS.............	307	143	164	397
8 YEARS.............	293	154	139	371
9 YEARS.............	325	158	167	352
10 YEARS............	335	177	158	376
11 YEARS............	346	179	167	345
12 YEARS............	349	173	176	363
13 YEARS............	334	[illegible]	159	341
14 YEARS............	341	164	177	279
15 YEARS............	356	164	192	274
16 YEARS............	362	194	168	304
17 YEARS............	353	190	163	306
18 YEARS............	245	144	101	165
19 YEARS............	139	61	78	115
20 YEARS............	148	74	74	130
21 YEARS AND OVER...	9,710	4,586	5,124	10,319
UNDER 5 YEARS.......	1,127	563	564	1,819
5 TO 9 YEARS........	1,428	703	725	1,871
10 TO 14 YEARS......	1,705	868	837	1,704
15 TO 19 YEARS......	1,455	753	702	1,164
20 TO 24 YEARS......	710	342	368	697
25 TO 29 YEARS......	702	360	342	788
30 TO 34 YEARS......	708	346	362	963
35 TO 39 YEARS......	693	344	349	1,003
40 TO 44 YEARS......	905	434	471	985
45 TO 49 YEARS......	962	473	489	983
50 TO 54 YEARS......	909	446	463	948
55 TO 59 YEARS......	870	399	471	937
60 TO 64 YEARS......	873	409	464	827
65 TO 69 YEARS......	805	396	409	787
70 TO 74 YEARS......	613	252	361	632
75 TO 79 YEARS......	528	240	288	488
80 TO 34 YEARS......	322	116	206	264
85 YEARS AND OVER...	258	103	155	147
UNDER 18 YEARS......	5,331	2,682	2,649	6,278
62 YEARS AND OVER...	3,033	1,339	1,694	2,814
65 YEARS AND OVER...	2,526	1,107	1,419	2,318
MEDIAN AGE..........	34.7	32.7	36.6	32.4

TABLE IX H
1970 POPULATION
WEBSTER COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	48,391	23,100	25,291	47,810
UNDER 1 YEAR........	733	367	366	1,214
1 YEAR..............	788	397	391	1,148
2 YEARS.............	711	374	337	1,132
3 YEARS.............	847	434	413	1,114
4 YEARS.............	852	423	429	1,091
5 YEARS.............	937	467	470	1,111
6 YEARS.............	969	486	483	1,093
7 YEARS.............	1,019	473	546	1,088
8 YEARS.............	1,024	505	519	1,044
9 YEARS.............	1,068	521	547	1,045
10 YEARS............	1,116	551	565	990
11 YEARS............	1,011	514	497	914
12 YEARS............	1,064	517	547	928
13 YEARS............	1,003	514	489	953
14 YEARS............	1,043	535	508	696
15 YEARS............	1,000	548	452	736
16 YEARS............	1,015	526	489	755
17 YEARS............	970	479	491	706
18 YEARS............	997	504	493	554
19 YEARS............	926	441	485	549
20 YEARS............	636	291	345	488
21 YEARS AND OVER...	28,662	13,233	15,429	28,461
UNDER 5 YEARS.......	3,931	1,995	1,936	5,699
5 TO 9 YEARS........	5,017	2,452	2,565	5,381
10 TO 14 YEARS......	5,237	2,631	2,606	4,481
15 TO 19 YEARS......	4,908	2,498	2,410	3,300
20 TO 24 YEARS......	2,890	1,277	1,613	2,466
25 TO 29 YEARS......	2,775	1,358	1,417	2,721
30 TO 34 YEARS......	2,383	1,161	1,222	2,972
35 TO 39 YEARS......	2,498	1,201	1,297	2,986
40 TO 44 YEARS......	2,723	1,350	1,373	2,829
45 TO 49 YEARS......	2,793	1,365	1,428	2,648
50 TO 54 YEARS......	2,611	1,209	1,402	2,387
55 TO 59 YEARS......	2,412	1,199	1,213	2,285
60 TO 64 YEARS......	2,144	992	1,152	2,093
65 TO 69 YEARS......	1.752	766	986	1,931
70 TO 74 YEARS......	1.560	639	921	1,509
75 TO 79 YEARS......	1,279	511	768	1,108
80 TO 34 YEARS......	826	290	536	633
85 YEARS AND OVER...	652	206	446	381
UNDER 18 YEARS......	17,170	8,631	8,539	17,758
62 YEARS AND OVER...	7,320	2,996	4,324	6,817
65 YEARS AND OVER...	6,069	2,412	3,657	5,562
MEDIAN AGE..........	29.0	27.6	30.4	29.7

TABLE IX I

1970 POPULATION

WRIGHT COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	17,294	8,477	8,817	19,447
UNDER 1 YEAR........	207	110	97	429
1 YEAR..............	238	118	120	399
2 YEARS.............	249	138	111	466
3 YEARS.............	225	113	112	398
4 YEARS.............	258	150	108	449
5 YEARS.............	271	136	135	433
6 YEARS.............	322	167	155	409
7 YEARS.............	322	155	167	424
8 YEARS.............	362	179	183	468
9 YEARS.............	341	179	162	410
10 YEARS............	394	195	199	393
11 YEARS............	336	171	165	412
12 YEARS............	406	193	213	414
13 YEARS............	348	188	160	385
14 YEARS............	389	220	169	292
15 YEARS............	407	216	191	331
16 YEARS............	333	166	167	314
17 YEARS............	362	197	165	377
18 YEARS............	312	163	149	196
19 YEARS............	183	115	68	185
20 YEARS............	147	74	73	176
21 YEARS AND OVER...	10,882	5,134	5,748	11,687
UNDER 5 YEARS.......	1,177	629	548	2,141
5 TO 9 YEARS........	1,618	816	802	2,144
10 TO 14 YEARS......	1,873	967	906	1,896
15 TO 19 YEARS......	1,597	857	740	1,403
20 TO 24 YEARS......	769	362	407	877
25 TO 29 YEARS......	859	420	439	973
30 TO 34 YEARS......	861	432	429	1,127
35 TO 39 YEARS......	818	386	432	1,167
40 TO 44 YEARS......	1,014	506	508	1,243
45 TO 49 YEARS......	1,058	484	574	1,136
50 TO 54 YEARS......	1,090	555	535	1,013
55 TO 59 YEARS......	1,034	514	520	989
60 TO 64 YEARS......	892	441	451	918
65 TO 69 YEARS......	763	342	421	858
70 TO 74 YEARS......	682	298	384	714
75 TO 79 YEARS......	570	217	353	470
80 TO 34 YEARS......	354	141	213	299
85 YEARS AND OVER...	265	110	155	129
UNDER 18 YEARS......	5,770	2,991	2,779	7,203
62 YEARS AND OVER...	3,154	1,371	1,783	3,020
65 YEARS AND OVER...	2,634	1,108	1,526	2,470
MEDIAN AGE..........	34.4	32.2	36.6	31.3

TABLE IX-A
1970 POPULATION

GRUNDY COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	14,119	6,862	7,257	14,132
UNDER 1 YEAR........	200	106	94	299
1 YEAR..............	193	90	103	279
2 YEARS.............	202	102	100	267
3 YEARS.............	205	106	99	283
4 YEARS.............	233	134	99	295
5 YEARS.............	263	138	125	272
6 YEARS.............	255	121	134	300
7 YEARS.............	279	150	129	281
8 YEARS.............	270	144	126	285
9 YEARS.............	287	162	125	302
10 YEARS............	343	164	179	297
11 YEARS............	300	157	143	293
12 YEARS............	266	137	129	297
13 YEARS............	292	148	144	262
14 YEARS............	289	147	142	236
15 YEARS............	256	124	132	269
16 YEARS............	310	160	150	228
17 YEARS............	282	142	140	224
18 YEARS............	213	105	108	175
19 YEARS............	150	75	75	109
20 YEARS............	174	89	85	134
21 YEARS AND OVER...	8,857	4,161	4,696	8,745
UNDER 5 YEARS.......	1,033	538	495	1,423
5 TO 9 YEARS........	1,354	715	639	1,440
10 TO 14 YEARS......	1,490	753	737	1,385
15 TO 19 YEARS......	1,211	606	605	1,005
20 TO 24 YEARS......	752	369	383	683
25 TO 29 YEARS......	814	399	415	709
30 TO 34 YEARS......	774	378	396	842
35 TO 39 YEARS......	701	331	370	891
40 TO 44 YEARS......	806	388	418	981
45 TO 49 YEARS......	793	375	418	957
50 TO 54 YEARS......	925	459	466	811
55 TO 59 YEARS......	869	429	440	679
60 TO 64 YEARS......	733	350	383	617
65 TO 69 YEARS......	539	268	271	587
70 TO 74 YEARS......	500	205	295	514
75 TO 79 YEARS......	379	145	234	335
80 TO 84 YEARS......	246	89	157	174
85 YEARS AND OVER...	200	65	135	99
UNDER 18 YEARS......	4,725	2,432	2,293	4,969
62 YEARS AND OVER...	2,264	962	1,302	2,079
65 YEARS AND OVER...	1,864	772	1,092	1,709
MEDIAN AGE..........	32.6	30.7	34.5	32.5

TABLE IX B

1970 POPULATION

HARDIN COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	22,248	10,957	11,291	22,533
UNDER 1 YEAR........	332	168	164	446
1 YEAR..............	298	161	137	442
2 YEARS.............	260	138	122	411
3 YEARS.............	309	157	152	434
4 YEARS.............	348	175	173	414
5 YEARS.............	342	169	173	451
6 YEARS.............	360	179	181	412
7 YEARS.............	393	203	190	467
8 YEARS.............	415	229	186	468
9 YEARS.............	396	208	188	468
10 YEARS............	447	209	238	439
11 YEARS............	443	231	212	396
12 YEARS............	434	229	205	454
13 YEARS............	416	237	179	423
14 YEARS............	448	264	184	376
15 YEARS............	467	274	193	360
16 YEARS............	489	299	190	442
17 YEARS............	526	293	233	436
18 YEARS............	602	323	279	262
19 YEARS............	519	274	245	215
20 YEARS............	326	183	143	227
21 YEARS AND OVER...	13,678	6,354	7,324	14,090
UNDER 5 YEARS.......	1,547	799	748	2,147
5 TO 9 YEARS........	1,906	988	918	2,266
10 TO 14 YEARS......	2,188	1,170	1,018	2,088
15 TO 19 YEARS......	2,603	1,463	1,140	1,715
20 TO 24 YEARS......	1,174	594	580	1,034
25 TO 29 YEARS......	1,111	529	582	1,054
30 TO 34 YEARS......	1,081	525	556	1,267
35 TO 39 YEARS......	1,039	514	525	1,357
40 TO 44 YEARS......	1,207	569	638	1,378
45 TO 49 YEARS......	1,302	654	648	1,354
50 TO 54 YEARS......	1,278	618	660	1,211
55 TO 59 YEARS......	1,223	593	630	1,255
60 TO 64 YEARS......	1,079	509	570	1,107
65 TO 69 YEARS......	1,046	458	588	1,137
70 TO 74 YEARS......	905	361	544	915
75 TO 79 YEARS......	765	309	456	637
80 TO 84 YEARS......	473	180	293	390
85 YEARS AND OVER...	321	124	197	221
UNDER 18 YEARS......	7,123	3,823	3,300	7,739
62 YEARS AND OVER...	4,121	1,718	2,403	3,964
65 YEARS AND OVER...	3,510	1,432	2,078	3,300
MEDIAN AGE..........	32.8	29.4	36.0	33.8

TABLE IX C
1970 POPULATION
MARSHALL COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	41,076	20,116	20,960	37,984
UNDER 1 YEAR........	735	385	350	844
1 YEAR..............	704	375	329	755
2 YEARS.............	700	353	347	809
3 YEARS.............	719	369	350	831
4 YEARS.............	700	372	328	808
5 YEARS.............	743	382	361	818
6 YEARS.............	822	415	407	795
7 YEARS.............	876	448	428	787
8 YEARS.............	773	360	413	791
9 YEARS.............	862	445	417	762
10 YEARS............	853	449	404	731
11 YEARS............	764	390	374	691
12 YEARS............	801	407	394	718
13 YEARS............	808	421	387	699
14 YEARS............	783	398	385	524
15 YEARS............	777	423	354	555
16 YEARS............	788	397	391	561
17 YEARS............	767	384	383	609
18 YEARS............	762	389	373	467
19 YEARS............	685	337	348	442
20 YEARS............	559	244	315	378
21 YEARS AND OVER...	25,095	11,973	13,122	23,609
UNDER 5 YEARS.......	3,558	1,854	1,704	4,047
5 TO 9 YEARS........	4,076	2,050	2,026	3,953
10 TO 14 YEARS......	4,009	2,065	1,944	3,363
15 TO 19 YEARS......	3,779	1,930	1,849	2,634
20 TO 24 YEARS......	2,710	1,213	1,497	1,964
25 TO 29 YEARS......	2,630	1,275	1,355	2,127
30 TO 34 YEARS......	2,263	1,127	1,136	2,333
35 TO 39 YEARS......	2,124	1,027	1,097	2,433
40 TO 44 YEARS......	2,255	1,126	1,129	2,326
45 TO 49 YEARS......	2,332	1,130	1,202	2,291
50 TO 54 YEARS......	2,296	1,118	1,178	2,013
55 TO 59 YEARS......	2,109	1,075	1,034	1,924
60 TO 64 YEARS......	1,871	913	958	1,794
65 TO 69 YEARS......	1,552	709	843	1,633
70 TO 74 YEARS......	1,343	589	754	1,360
75 TO 79 YEARS......	1,073	489	584	938
80 TO 84 YEARS......	658	283	375	525
85 YEARS AND OVER...	438	143	295	326
UNDER 18 YEARS......	13,975	7,173	6,802	13,088
62 YEARS AND OVER...	6,151	2,746	3,405	5,858
65 YEARS AND OVER...	5,064	2,213	2,851	4,782
MEDIAN AGE..........	29.6	28.7	30.5	31.9

TABLE IX D
1970 POPULATION

POWESHIEK COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	18,803	9,152	9,651	19,300
UNDER 1 YEAR........	312	154	158	437
1 YEAR..............	265	149	116	402
2 YEARS.............	256	144	112	379
3 YEARS.............	268	134	134	424
4 YEARS.............	275	148	127	395
5 YEARS.............	327	156	171	419
6 YEARS.............	311	162	149	371
7 YEARS.............	362	187	175	385
8 YEARS.............	349	177	172	398
9 YEARS.............	365	181	184	369
10 YEARS............	406	193	213	372
11 YEARS............	394	198	196	352
12 YEARS............	363	184	179	378
13 YEARS............	355	194	161	381
14 YEARS............	371	196	175	303
15 YEARS............	365	198	167	272
16 YEARS............	363	188	175	295
17 YEARS............	376	197	179	312
18 YEARS............	521	259	262	468
19 YEARS............	500	253	247	443
20 YEARS............	375	188	187	349
21 YEARS AND OVER...	11,324	5,312	6,012	11,396
UNDER 5 YEARS.......	1,376	729	647	2,037
5 TO 9 YEARS........	1,714	863	851	1,942
10 TO 14 YEARS......	1,889	965	924	1,786
15 TO 19 YEARS......	2,125	1,095	1,030	1,790
20 TO 24 YEARS......	1,437	706	731	1,249
25 TO 29 YEARS......	1,012	486	526	890
30 TO 34 YEARS......	1,010	511	499	1,043
35 TO 39 YEARS......	870	425	445	1,132
40 TO 44 YEARS......	992	492	500	1,110
45 TO 49 YEARS......	1,006	490	516	1,076
50 TO 54 YEARS......	999	492	507	1,019
55 TO 59 YEARS......	980	470	510	900
60 TO 64 YEARS......	854	404	450	845
65 TO 69 YEARS......	720	322	398	792
70 TO 74 YEARS......	644	262	382	654
75 TO 79 YEARS......	527	208	319	519
80 TO 84 YEARS......	362	131	231	326
85 YEARS AND OVER...	286	101	185	190
UNDER 18 YEARS......	6,083	31,40	2,943	6,644
62 YEARS AND OVER...	3,032	1,252	1,780	2,988
65 YEARS AND OVER...	2,539	1,024	1,515	2,481
MEDIAN AGE..........	29.3	27.2	31.2	29.8

TABLE IX E
1970 POPULATION
TAMA COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	20,147	9,901	10,246	21,413
UNDER 1 YEAR........	298	144	154	445
1 YEAR..............	277	138	139	440
2 YEARS.............	285	140	145	430
3 YEARS.............	322	156	166	466
4 YEARS.............	346	173	173	438
5 YEARS.............	317	181	136	442
6 YEARS.............	360	193	167	410
7 YEARS.............	403	199	204	457
8 YEARS.............	419	196	223	451
9 YEARS.............	424	206	218	448
10 YEARS............	430	221	209	443
11 YEARS............	389	191	198	397
12 YEARS............	432	222	210	461
13 YEARS............	455	236	219	431
14 YEARS............	435	229	206	359
15 YEARS............	490	250	240	363
16 YEARS............	419	219	200	413
17 YEARS............	439	225	214	354
18 YEARS............	320	162	158	237
19 YEARS............	215	120	95	154
20 YEARS............	187	98	89	177
21 YEARS AND OVER...	12.485	6,002	6,483	13,197
UNDER 5 YEARS.......	1,528	751	777	2,219
5 TO 9 YEARS........	1,923	975	948	2,208
10 TO 14 YEARS......	2,141	1,099	1,042	2,091
15 TO 19 YEARS......	1,883	976	907	1,521
20 TO 24 YEARS......	944	463	481	972
25 TO 29 YEARS......	992	501	491	1,026
30 TO 34 YEARS......	992	483	509	1,212
35 TO 39 YEARS......	988	460	528	1,222
40 TO 44 YEARS......	1,138	568	570	1,281
45 TO 49 YEARS......	1,140	578	562	1,392
50 TO 54 YEARS......	1,177	569	608	1,078
55 TO 59 YEARS......	1,213	617	596	1,134
60 TO 64 YEARS......	989	451	538	1,086
65 TO 69 YEARS......	949	466	483	990
70 TO 74 YEARS......	822	366	456	831
75 TO 79 YEARS......	634	275	359	606
80 TO 84 YEARS......	412	189	223	327
85 YEARS AND OVER...	282	114	168	217
UNDER 18 YEARS......	6,940	3,519	3,421	7,648
62 YEARS AND OVER...	3,676	1,666	2,010	3,622
65 YEARS AND OVER...	3,099	1,410	1,689	2,971
MEDIAN AGE..........	33.3	31.9	34.7	32.8

TABLE IX A

1970 POPULATION

BLACKHAWK COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	132,916	63,578	69,338	122,482
UNDER 1 YEAR........	2,328	1,218	1,110	3,198
1 YEAR..............	2,338	1,186	1,152	3,165
2 YEARS.............	2,276	1,167	1,109	3,161
3 YEARS.............	2,359	1,207	1,152	3,075
4 YEARS.............	2,381	1,206	1,175	2,980
5 YEARS.............	2,550	1,292	1,258	2,989
6 YEARS.............	2,716	1,393	1,323	2,945
7 YEARS.............	2,755	1,413	1,342	2,907
8 YEARS.............	2,833	1,433	1,400	2,805
9 YEARS.............	2,833	1,477	1,356	2,657
10 YEARS............	2,890	1,471	1,419	2,589
11 YEARS............	2,719	1,348	1,371	2,413
12 YEARS............	2,800	1,428	1,372	2,602
13 YEARS............	2,671	1,350	1,321	2,388
14 YEARS............	2,709	1,350	1,359	1,728
15 YEARS............	2,686	1,367	1,319	1,630
16 YEARS............	2,668	1,363	1,305	1,748
17 YEARS............	2,662	1,326	1,336	1,832
18 YEARS............	3,159	1,342	1,817	1,850
19 YEARS............	3,284	1,269	2,015	1,792
20 YEARS............	3,225	1,310	1,915	1,749
21 YEARS AND OVER...	76,074	35,662	40,012	70,279
UNDER 5 YEARS.......	11,682	5,984	5,698	15,579
5 TO 9 YEARS........	13,687	7,008	6,679	14,303
10 TO 14 YEARS......	13,789	6,947	6,842	11,720
15 TO 19 YEARS......	14,459	6,667	7,792	8,852
20 TO 24 YEARS......	12,638	5,510	7,128	8,059
25 TO 29 YEARS......	8,413	4,222	4,191	7,401
30 TO 34 YEARS......	7,021	3,416	3,605	8,074
35 TO 39 YEARS......	6,452	3,156	3,296	8,106
40 TO 44 YEARS......	7,254	3,497	3,757	7,401
45 TO 49 YEARS......	7,384	3,659	3,725	6,762
50 TO 54 YEARS......	6,863	3,250	3,613	6,033
55 TO 59 YEARS......	5,985	2,957	3,028	5,225
60 TO 64 YEARS......	5,149	2,400	2,749	4,301
65 TO 69 YEARS......	3,937	1,754	2,183	3,796
70 TO 74 YEARS......	3,065	1,290	1,775	2,979
75 TO 79 YEARS......	2,390	909	1,481	2,080
80 TO 84 YEARS......	1,619	584	1,035	1,101
85 YEARS AND OVER...	1,129	368	761	710
UNDER 18 YEARS......	47,174	23,995	23,179	46,812
62 YEARS AND OVER...	15,009	6,242	8,767	13,246
65 YEARS AND OVER...	12,140	4,905	7,235	10,666
MEDIAN AGE..........	25.1	24.7	25.6	26.8

TABLE IX B
1970 POPULATION

		BREMER COUNTY		
	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES	22,737	11,138	11,599	21,108
UNDER 1 YEAR	372	184	188	513
1 YEAR	390	212	178	469
2 YEARS	331	173	158	429
3 YEARS	377	179	198	452
4 YEARS	397	199	198	406
5 YEARS	403	219	184	449
6 YEARS	424	224	200	439
7 YEARS	446	226	220	408
8 YEARS	472	262	210	443
9 YEARS	481	242	239	402
10 YEARS	490	253	237	380
11 YEARS	475	249	226	417
12 YEARS	456	243	213	408
13 YEARS	455	236	219	394
14 YEARS	421	216	205	334
15 YEARS	444	236	208	356
16 YEARS	453	242	211	318
17 YEARS	426	210	216	340
18 YEARS	561	258	303	472
19 YEARS	546	242	304	466
20 YEARS	505	227	278	404
21 YEARS AND OVER	13,412	6,406	7,006	12,409
UNDER 5 YEARS	1,867	947	920	2,269
5 TO 9 YEARS	2,226	1,173	1,053	2,141
10 TO 14 YEARS	2,297	1,197	1,100	1,933
15 TO 19 YEARS	2,430	1,188	1,242	1,952
20 TO 24 YEARS	1,915	919	996	1,549
25 TO 29 YEARS	1,319	647	672	1,063
30 TO 34 YEARS	1,234	620	614	1,128
35 TO 39 YEARS	1,093	550	543	1,243
40 TO 44 YEARS	1,129	579	550	1,235
45 TO 49 YEARS	1,196	554	642	1,191
50 TO 54 YEARS	1,126	534	592	1,122
55 TO 59 YEARS	1,123	566	557	1,018
60 TO 64 YEARS	1,038	520	518	877
65 TO 69 YEARS	844	378	466	824
70 TO 74 YEARS	713	314	399	679
75 TO 79 YEARS	539	235	304	435
80 TO 84 YEARS	377	133	244	264
85 YEARS AND OVER	271	84	187	185
UNDER 18 YEARS	7,713	4,005	3,708	7,357
62 YEARS AND OVER	3,352	1,452	1,900	2,913
65 YEARS AND OVER	2,744	1,144	1,600	2,387
MEDIAN AGE	27.4	26.1	28.6	28.3

TABLE IX C

1970 POPULATION

BUCHANAN COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	21,746	10,790	10,956	22,293
UNDER 1 YEAR........	414	197	217	529
1 YEAR..............	390	206	184	496
2 YEARS.............	414	200	214	538
3 YEARS.............	416	215	201	464
4 YEARS.............	424	233	191	529
5 YEARS.............	481	253	228	492
6 YEARS.............	467	245	222	496
7 YEARS.............	468	252	216	501
8 YEARS.............	545	272	273	503
9 YEARS.............	510	279	231	508
10 YEARS............	522	252	270	539
11 YEARS............	503	250	253	505
12 YEARS............	532	277	255	505
13 YEARS............	499	262	237	471
14 YEARS............	527	279	248	411
15 YEARS............	509	260	249	415
16 YEARS............	506	271	235	406
17 YEARS............	465	233	232	404
18 YEARS............	354	185	169	269
19 YEARS............	228	121	107	219
20 YEARS............	250	119	131	209
21 YEARS AND OVER...	12,322	5,929	6,393	12,884
UNDER 5 YEARS.......	2,058	1,051	1,007	2,556
5 TO 9 YEARS........	2,471	1,301	1,170	2,500
10 TO 14 YEARS......	2,583	1,320	1,263	2,431
15 TO 19 YEARS......	2,062	1,070	992	1,713
20 TO 24 YEARS......	1,207	544	663	1,100
25 TO 29 YEARS......	1,198	593	605	1,026
30 TO 34 YEARS......	1,139	578	561	1,214
35 TO 39 YEARS......	1,015	511	504	1,346
40 TO 44 YEARS......	1,102	535	567	1,320
45 TO 49 YEARS......	1,210	596	614	1,305
50 TO 54 YEARS......	1,170	563	607	1,148
55 TO 59 YEARS......	1,090	539	551	1,031
60 TO 64 YEARS......	943	471	472	995
65 TO 69 YEARS......	781	374	407	902
70 TO 74 YEARS......	710	320	390	727
75 TO 79 YEARS......	492	198	294	533
80 TO 84 YEARS......	315	148	167	287
85 YEARS AND OVER...	200	78	122	159
UNDER 18 YEARS......	8,592	4,436	4,156	8,712
62 YEARS AND OVER...	3,032	1,387	1,645	3,205
65 YEARS AND OVER...	2,498	1,118	1,380	2,608
MEDIAN AGE..........	27.1	25.9	28.2	29.1

TABLE IX D

1970 POPULATION

	BUTLER COUNTY TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	16,953	8,348	8,605	17,467
UNDER 1 YEAR........	273	136	137	362
1 YEAR..............	262	130	132	340
2 YEARS.............	250	131	119	358
3 YEARS.............	271	131	140	387
4 YEARS.............	289	158	131	372
5 YEARS.............	304	165	139	356
6 YEARS.............	295	152	143	376
7 YEARS.............	339	176	163	324
8 YEARS.............	335	178	157	381
9 YEARS.............	315	155	160	368
10 YEARS............	392	205	187	363
11 YEARS............	316	154	162	374
12 YEARS............	340	175	165	357
13 YEARS............	358	185	173	366
14 YEARS............	373	199	174	292
15 YEARS............	357	186	171	301
16 YEARS............	364	189	175	288
17 YEARS............	323	154	169	284
18 YEARS............	260	132	128	214
19 YEARS............	183	92	91	167
20 YEARS............	180	85	95	158
21 YEARS AND OVER...	10,574	5,080	5,494	10,679
UNDER 5 YEARS.......	1,345	686	659	1,819
5 TO 9 YEARS........	1,588	826	762	1,805
10 TO 14 YEARS......	1,779	918	861	1,752
15 TO 19 YEARS......	1,487	753	734	1,254
20 TO 24 YEARS......	943	452	491	838
25 TO 29 YEARS......	849	439	410	879
30 TO 34 YEARS......	809	384	425	993
35 TO 39 YEARS......	878	418	460	1,109
40 TO 44 YEARS......	960	461	499	1,044
45 TO 49 YEARS......	1,013	499	514	1,029
50 TO 54 YEARS......	978	481	497	977
55 TO 59 YEARS......	959	471	488	945
60 TO 64 YEARS......	919	449	470	798
65 TO 69 YEARS......	804	373	431	768
70 TO 74 YEARS......	616	295	321	583
75 TO 79 YEARS......	524	247	277	432
80 TO 84 YEARS......	324	128	196	272
85 YEARS AND OVER...	178	68	110	170
UNDER 18 YEARS......	5,756	2,959	2,797	6,249
62 YEARS AND OVER...	2,958	1,356	1,602	2,703
65 YEARS AND OVER...	2,446	1,111	1,335	2,225
MEDIAN AGE..........	33.0	31.3	34.5	31.9

TABLE IX E
1970 POPULATION

GRUNDY COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	14,119	6,862	7,257	14,132
UNDER 1 YEAR........	200	106	94	299
1 YEAR..............	193	90	103	279
2 YEARS.............	202	102	100	267
3 YEARS.............	205	106	99	283
4 YEARS.............	233	134	99	295
5 YEARS.............	263	138	125	272
6 YEARS.............	255	121	134	300
7 YEARS.............	279	150	129	281
8 YEARS.............	270	144	126	285
9 YEARS.............	287	162	125	302
10 YEARS............	343	164	179	297
11 YEARS............	300	157	143	293
12 YEARS............	266	137	129	297
13 YEARS............	292	148	144	262
14 YEARS............	289	147	142	236
15 YEARS............	256	124	132	269
16 YEARS............	310	160	150	228
17 YEARS............	282	142	140	224
18 YEARS............	213	105	108	175
19 YEARS............	150	75	75	109
20 YEARS............	174	89	85	134
21 YEARS AND OVER...	8,857	4,161	4,696	8,745
UNDER 5 YEARS.......	1,033	538	495	1,423
5 TO 9 YEARS........	1,354	715	639	1,440
10 TO 14 YEARS......	1,490	753	737	1,385
15 TO 19 YEARS......	1,211	606	605	1,005
20 TO 24 YEARS......	752	369	383	683
25 TO 29 YEARS......	814	399	415	709
30 TO 34 YEARS......	774	378	396	842
35 TO 39 YEARS......	701	331	370	891
40 TO 44 YEARS......	806	388	418	981
45 TO 49 YEARS......	793	375	418	957
50 TO 54 YEARS......	925	459	466	811
55 TO 59 YEARS......	869	429	440	679
60 TO 64 YEARS......	733	350	383	617
65 TO 69 YEARS......	539	268	271	587
70 TO 74 YEARS......	500	205	295	514
75 TO 79 YEARS......	379	145	234	335
80 TO 84 YEARS......	246	89	157	174
85 YEARS AND OVER...	200	65	135	99
UNDER 18 YEARS......	4,725	2,432	2,293	4,969
62 YEARS AND OVER...	2,264	962	1,302	2,079
65 YEARS AND OVER...	1,864	772	1,092	1,709
MEDIAN AGE..........	32.6	30.7	34.5	32.5

TABLE IX F
1970 POPULATION

TAMA COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	20,147	9,901	10,246	21,413
UNDER 1 YEAR........	298	144	154	445
1 YEAR..............	277	138	139	440
2 YEARS.............	285	140	145	430
3 YEARS.............	322	156	166	466
4 YEARS.............	346	173	173	438
5 YEARS.............	317	181	136	442
6 YEARS.............	360	193	167	410
7 YEARS.............	403	199	204	457
8 YEARS.............	419	196	223	451
9 YEARS.............	424	206	218	448
10 YEARS............	430	221	209	443
11 YEARS............	389	191	198	397
12 YEARS............	432	222	210	461
13 YEARS............	455	236	219	431
14 YEARS............	435	229	206	359
15 YEARS............	490	250	240	363
16 YEARS............	419	219	200	413
17 YEARS............	439	225	214	354
18 YEARS............	320	162	158	237
19 YEARS............	215	120	95	154
20 YEARS............	187	98	89	177
21 YEARS AND OVER...	12,485	6,002	6,483	13,197
UNDER 5 YEARS.......	1,528	751	777	2,219
5 TO 9 YEARS........	1,923	975	948	2,208
10 TO 14 YEARS......	2,141	1,099	1,042	2,091
15 TO 19 YEARS......	1,883	976	907	1,521
20 TO 24 YEARS......	944	463	481	972
25 TO 29 YEARS......	992	501	491	1,026
30 TO 34 YEARS......	992	483	509	1,212
35 TO 39 YEARS......	988	460	528	1,222
40 TO 44 YEARS......	1,138	568	570	1,281
45 TO 49 YEARS......	1,140	578	562	1,392
50 TO 54 YEARS......	1,177	569	608	1,078
55 TO 59 YEARS......	1,213	617	596	1,134
60 TO 64 YEARS......	989	451	538	1,086
65 TO 69 YEARS......	949	466	483	990
70 TO 74 YEARS......	822	366	456	831
75 TO 79 YEARS......	634	275	359	606
80 TO 84 YEARS......	412	189	223	327
85 YEARS AND OVER...	282	114	168	217
UNDER 18 YEARS......	6,940	3,519	3,421	7,648
62 YEARS AND OVER...	3,676	1,666	2,010	3,622
65 YEARS AND OVER...	3,099	1,410	1,689	2,971
MEDIAN AGE..........	33.3	31.9	34.7	32.8

TABLE IX A

1970 POPULATION

CLINTON COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	56,749	27,599	29,150	55,060
UNDER 1 YEAR........	996	511	485	1,249
1 YEAR..............	947	465	482	1,274
2 YEARS.............	980	543	437	1,270
3 YEARS.............	986	492	494	1,213
4 YEARS.............	1,035	527	508	1,260
5 YEARS.............	1,122	562	560	1,189
6 YEARS.............	1,170	584	586	1,171
7 YEARS.............	1,153	590	563	1,150
8 YEARS.............	1,157	577	580	1,208
9 YEARS.............	1,251	642	609	1,088
10 YEARS............	1,300	665	635	1,070
11 YEARS............	1,236	636	600	1,142
12 YEARS............	1,267	650	617	1,140
13 YEARS............	1,163	584	579	1,107
14 YEARS............	1,256	602	654	749
15 YEARS............	1,185	603	582	819
16 YEARS............	1,143	580	563	920
17 YEARS............	1,082	549	533	901
18 YEARS............	1,056	512	544	735
19 YEARS............	801	383	418	544
20 YEARS............	722	312	410	514
21 YEARS AND OVER...	33,741	16,030	17,711	33,347
UNDER 5 YEARS.......	4,944	2,538	2,406	6,266
5 TO 9 YEARS........	5,853	2,955	2,898	5,806
10 TO 14 YEARS......	6,222	3,137	3,085	5,208
15 TO 19 YEARS......	5,267	2,627	2,640	3,919
20 TO 24 YEARS......	3,557	1,596	1,961	2,631
25 TO 29 YEARS......	3,440	1,722	1,718	2,892
30 TO 34 YEARS......	2,993	1,496	1,497	3,243
35 TO 39 YEARS......	2,859	1,374	1,485	3,516
40 TO 44 YEARS......	3,206	1,587	1,619	3,435
45 TO 49 YEARS......	3,290	1,610	1,680	3,353
50 TO 54 YEARS......	3,207	1,565	1,642	2,997
55 TO 59 YEARS......	2,899	1,441	1,458	2,881
60 TO 64 YEARS......	2,503	1,212	1,291	2,659
65 TO 69 YEARS......	2,171	970	1,201	2,355
70 TO 74 YEARS......	1,724	732	992	1,785
75 TO 79 YEARS......	1,346	539	807	1,143
80 TO 84 YEARS......	793	309	484	595
85 YEARS AND OVER...	475	189	286	376
UNDER 18 YEARS......	20,429	10,362	10,067	19,920
62 YEARS AND OVER...	7,924	3,456	4,468	7,849
65 YEARS AND OVER...	6,509	2,739	3,770	6,254
MEDIAN AGE..........	28.7	27.7	29.6	31.2

TABLE IX B

1970 POPULATION

JACKSON COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	20,839	10,360	10,479	20,754
UNDER 1 YEAR........	346	182	164	576
1 YEAR..............	359	171	188	516
2 YEARS.............	362	193	169	538
3 YEARS.............	441	237	204	537
4 YEARS.............	450	242	208	471
5 YEARS.............	469	243	226	493
6 YEARS.............	480	251	229	456
7 YEARS.............	455	225	230	457
8 YEARS.............	506	266	240	484
9 YEARS.............	472	242	230	368
10 YEARS............	526	264	262	435
11 YEARS............	462	229	233	379
12 YEARS............	492	251	241	403
13 YEARS............	474	226	248	378
14 YEARS............	445	239	206	337
15 YEARS............	471	249	222	336
16 YEARS............	442	226	216	360
17 YEARS............	414	194	220	351
18 YEARS............	349	180	169	262
19 YEARS............	207	106	101	213
20 YEARS............	211	94	117	213
21 YEARS AND OVER...	12,006	5,850	6,156	12,191
UNDER 5 YEARS.......	1,958	1,025	933	2,638
5 TO 9 YEARS........	2,382	1,227	1,155	2,258
10 TO 14 YEARS......	2,399	1,209	1,190	1,932
15 TO 19 YEARS......	1,883	955	928	1,522
20 TO 24 YEARS......	1,033	507	526	1,150
25 TO 29 YEARS......	1,121	535	586	1,229
30 TO 34 YEARS......	1,036	533	503	1,186
35 TO 39 YEARS......	1,107	542	565	1,146
40 TO 44 YEARS......	1,169	606	563	1,172
45 TO 49 YEARS......	1,029	519	510	1,122
50 TO 54 YEARS......	1,033	498	535	1,032
55 TO 59 YEARS......	1,019	500	519	947
60 TO 64 YEARS......	959	485	474	924
65 TO 69 YEARS......	785	372	413	860
70 TO 74 YEARS......	711	301	410	712
75 TO 79 YEARS......	591	266	325	488
80 TO 84 YEARS......	377	169	208	282
85 YEARS AND OVER...	247	111	136	154
UNDER 18 YEARS......	8,066	4,130	3,936	7,875
62 YEARS AND OVER...	3,279	1,513	1,766	3,050
65 YEARS AND OVER...	2,711	1,219	1,492	2,496
MEDIAN AGE..........	28.4	27.4	29.3	28.6

TABLE IX C
1970 POPULATION
LOUISA COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	10,682	5,252	5,430	10,290
UNDER 1 YEAR........	151	82	69	198
1 YEAR..............	190	97	93	214
2 YEARS.............	170	71	99	190
3 YEARS.............	180	94	86	196
4 YEARS.............	190	99	91	215
5 YEARS.............	205	99	106	216
6 YEARS.............	235	119	116	217
7 YEARS.............	215	113	102	228
8 YEARS.............	206	113	93	220
9 YEARS.............	223	119	104	201
10 YEARS............	223	110	113	209
11 YEARS............	221	114	107	216
12 YEARS............	213	108	105	223
13 YEARS............	211	106	105	205
14 YEARS............	237	110	127	180
15 YEARS............	206	105	101	179
16 YEARS............	222	106	116	182
17 YEARS............	256	128	128	180
18 YEARS............	184	110	74	132
19 YEARS............	129	65	64	71
20 YEARS............	107	48	59	98
21 YEARS AND OVER...	6,508	3,136	3,372	6,320
UNDER 5 YEARS.......	881	443	438	1,013
5 TO 9 YEARS........	1,084	563	521	1,082
10 TO 14 YEARS......	1,105	548	557	1,033
15 TO 19 YEARS......	997	514	483	744
20 TO 24 YEARS......	562	238	324	484
25 TO 29 YEARS......	602	293	309	523
30 TO 34 YEARS......	597	303	294	563
35 TO 39 YEARS......	549	273	276	597
40 TO 44 YEARS......	584	294	290	557
45 TO 49 YEARS......	569	259	310	614
50 TO 54 YEARS......	537	280	257	612
55 TO 59 YEARS......	584	296	288	565
60 TO 64 YEARS......	530	263	267	526
65 TO 69 YEARS......	475	233	242	456
70 TO 74 YEARS......	432	205	227	385
75 TO 79 YEARS......	288	124	164	267
80 TO 84 YEARS......	175	74	101	173
85 YEARS AND OVER...	131	49	82	96
UNDER 18 YEARS......	3,754	1,893	1,861	3,669
62 YEARS AND OVER...	1,836	846	990	1,692
65 YEARS AND OVER...	1,501	685	816	1,377
MEDIAN AGE..........	30.9	30,4	31.4	32.4

TABLE IX D

1970 POPULATION

MUSCATINE COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	37,181	18,159	19,022	33,840
UNDER 1 YEAR........	676	334	342	796
1 YEAR..............	721	382	339	776
2 YEARS.............	629	314	315	752
3 YEARS.............	632	342	290	720
4 YEARS.............	715	369	346	743
5 YEARS.............	716	367	349	662
6 YEARS.............	786	409	377	689
7 YEARS.............	810	420	390	703
8 YEARS.............	777	380	397	672
9 YEARS.............	803	397	406	639
10 YEARS............	828	406	422	629
11 YEARS............	764	393	371	609
12 YEARS............	753	381	372	686
13 YEARS............	731	370	361	692
14 YEARS............	729	375	354	520
15 YEARS............	703	348	355	528
16 YEARS............	705	352	353	545
17 YEARS............	699	353	346	518
18 YEARS............	629	314	315	451
19 YEARS............	542	272	270	356
20 YEARS............	517	262	255	336
21 YEARS AND OVER...	22,316	10,619	11,697	20,818
UNDER 5 YEARS.......	3,373	1,741	1,632	3,787
5 TO 9 YEARS........	3,892	1,973	1,919	3,365
10 TO 14 YEARS......	3,805	1,925	1,880	3,136
15 TO 19 YEARS......	3,278	1,639	1,639	2,398
20 TO 24 YEARS......	2,476	1,188	1,288	1,847
25 TO 29 YEARS......	2,381	1,167	1,214	1,803
30 TO 34 YEARS......	2,164	1,059	1,105	1,968
35 TO 39 YEARS......	1,853	935	918	2,017
40 TO 44 YEARS......	1,987	1,012	975	2,045
45 TO 49 YEARS......	2,043	990	1,053	1,914
50 TO 54 YEARS......	2,030	992	1,038	1,761
55 TO 59 YEARS......	1,780	858	922	1,687
60 TO 64 YEARS......	1,560	756	804	1,575
65 TO 69 YEARS......	1,401	661	740	1,561
70 TO 74 YEARS......	1,166	483	683	1,293
75 TO 79 YEARS......	968	410	558	876
80 TO 84 YEARS......	635	234	401	487
85 YEARS AND OVER...	389	136	253	320
UNDER 18 YEARS......	13,177	6,692	6,485	11,879
62 YEARS AND OVER...	5,460	2,369	3,091	5,482
65 YEARS AND OVER...	4,559	1,924	2,635	4,537
MEDIAN AGE..........	28.7	27.6	29.7	31.5

TABLE IX E

1970 POPULATION

SCOTT COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	142,687	69,754	72,923	119,067
UNDER 1 YEAR........	2,851	1,509	1,342	2,911
1 YEAR..............	2,675	1,384	1,291	2,921
2 YEARS.............	2,688	1,387	1,301	2,963
3 YEARS.............	2,868	1,466	1,402	2,826
4 YEARS.............	2,892	1,498	1,394	2,747
5 YEARS.............	2,910	1,521	1,389	2,770
6 YEARS.............	3,102	1,599	1,503	2,623
7 YEARS.............	3,201	1,638	1,563	2,487
8 YEARS.............	3,243	1,574	1,669	2,549
9 YEARS.............	3,215	1,596	1,619	2,446
10 YEARS............	3,188	1,597	1,591	2,348
11 YEARS............	3,124	1,591	1,533	2,307
12 YEARS............	3,144	1,595	1,549	2,408
13 YEARS............	2,974	1,541	1,433	2,303
14 YEARS............	2,897	1,508	1,389	1,695
15 YEARS............	2,874	1,539	1,335	1,679
16 YEARS............	2,709	1,351	1,358	1,737
17 YEARS............	2,567	1,315	1,252	1,649
18 YEARS............	2,417	1,157	1,260	1,602
19 YEARS............	2,200	990	1,210	1,582
20 YEARS............	2,074	899	1,175	1,371
21 YEARS AND OVER...	82,874	39,499	43,375	71,143
UNDER 5 YEARS.......	13,974	7,244	6,730	14,368
5 TO 9 YEARS........	15,671	7,928	7,743	12,875
10 TO 14 YEARS......	15,327	7,832	7,495	11,061
15 TO 19 YEARS......	12,767	6,352	6,415	8,249
20 TO 24 YEARS......	10,825	4,962	5,863	7,197
25 TO 29 YEARS......	10,104	4,923	5,181	7,312
30 TO 34 YEARS......	8,558	4,261	4,297	7,782
35 TO 39 YEARS......	7,766	3,849	3,917	7,948
40 TO 44 YEARS......	7,929	3,903	4,026	7,245
45 TO 49 YEARS......	8,033	3,991	4,042	6,836
50 TO 54 YEARS......	7,101	3,530	3,571	6,255
55 TO 59 YEARS......	6,319	3,077	3,242	5,441
60 TO 64 YEARS......	5,398	2,564	2,834	4,853
65 TO 69 YEARS......	4,052	1,865	2,187	4,312
70 TO 74 YEARS......	3,531	1,495	2,036	3,315
75 TO 79 YEARS......	2,652	1,050	1,602	2,123
80 TO 84 YEARS......	1,607	614	993	1,173
85 YEARS AND OVER...	1,073	314	759	722
UNDER 18 YEARS......	53,122	27,209	25,913	43,369
62 YEARS AND OVER...	15,966	6,754	9,212	14,556
65 YEARS AND OVER...	12,915	5,338	7,577	11,645
MEDIAN AGE..........	26.4	25.6	27.1	29.0

TABLE IX A

1970 POPULATION

BENTON COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	22,885	11,205	11,680	23,422
UNDER 1 YEAR........	383	202	181	507
1 YEAR..............	360	166	194	496
2 YEARS.............	384	196	188	524
3 YEARS.............	370	186	184	492
4 YEARS.............	427	224	203	541
5 YEARS.............	449	237	212	522
6 YEARS.............	482	244	238	522
7 YEARS.............	486	234	252	515
8 YEARS.............	491	253	238	558
9 YEARS.............	522	260	262	474
10 YEARS............	528	285	243	457
11 YEARS............	475	234	241	469
12 YEARS............	483	251	232	505
13 YEARS............	480	258	222	502
14 YEARS............	514	266	248	394
15 YEARS............	494	242	252	411
16 YEARS............	464	238	226	421
17 YEARS............	463	237	226	350
18 YEARS............	348	183	165	287
19 YEARS............	224	103	121	207
20 YEARS............	213	93	120	214
21 YEARS AND OVER...	13,845	6,613	7,232	14,054
UNDER 5 YEARS.......	1,924	974	950	2,560
5 TO 9 YEARS........	2,430	1,228	1,202	2,591
10 TO 14 YEARS......	2,480	1,294	1,186	2,327
15 TO 19 YEARS......	1,993	1,003	990	1,676
20 TO 24 YEARS......	1,178	546	632	1,115
25 TO 29 YEARS......	1,298	601	697	1,219
30 TO 34 YEARS......	1,218	617	601	1,336
35 TO 39 YEARS......	1,174	594	580	1,405
40 TO 44 YEARS......	1,215	571	644	1,443
45 TO 49 YEARS......	1,258	610	648	1,441
50 TO 54 YEARS......	1,329	666	663	1,208
55 TO 59 YEARS......	1,308	671	637	1,115
60 TO 64 YEARS......	1,039	502	537	1,063
65 TO 69 YEARS......	889	443	446	1,029
70 TO 74 YEARS......	834	360	474	826
75 TO 79 YEARS......	636	271	365	544
80 TO 84 YEARS......	416	159	257	320
85 YEARS AND OVER...	266	95	171	204
UNDER 18 YEARS......	8,255	4,213	4,042	8,660
62 YEARS AND OVER...	3,642	1,615	2,027	3,560
65 YEARS AND OVER...	3,041	1,328	1,713	2,923
MEDIAN AGE..........	30.6	29.6	31.5	30.8

TABLE IX B

1970 POPULATION

CEDAR COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	17,655	8,740	8,915	17,791
UNDER 1 YEAR........	243	129	114	370
1 YEAR..............	278	136	142	387
2 YEARS.............	262	145	117	392
3 YEARS.............	282	146	136	375
4 YEARS.............	318	168	150	394
5 YEARS.............	313	170	143	361
6 YEARS.............	329	181	148	352
7 YEARS.............	342	174	168	382
8 YEARS.............	354	178	176	389
9 YEARS.............	372	183	189	376
10 YEARS............	391	217	174	402
11 YEARS............	402	204	198	327
12 YEARS............	394	207	187	394
13 YEARS............	373	166	207	388
14 YEARS............	389	202	187	275
15 YEARS............	371	183	188	297
16 YEARS............	341	176	165	301
17 YEARS............	331	154	177	303
18 YEARS............	287	160	127	170
19 YEARS............	187	97	90	157
20 YEARS............	167	83	84	150
21 YEARS AND OVER...	10,929	5,281	5,648	10,849
UNDER 5 YEARS.......	1,383	724	659	1,918
5 TO 9 YEARS........	1,710	886	824	1,860
10 TO 14 YEARS......	1,949	996	953	1,786
15 TO 19 YEARS......	1,517	770	747	1,228
20 TO 24 YEARS......	931	462	469	850
25 TO 29 YEARS......	1,009	493	516	853
30 TO 34 YEARS......	895	433	462	1,052
35 TO 39 YEARS......	884	438	446	1,045
40 TO 44 YEARS......	1,027	501	526	1,097
45 TO 49 YEARS......	982	492	490	1,127
50 TO 54 YEARS......	1,047	527	520	958
55 TO 59 YEARS......	993	495	498	872
60 TO 64 YEARS......	850	442	408	876
65 TO 69 YEARS......	723	343	380	756
70 TO 74 YEARS......	659	296	363	654
75 TO 79 YEARS......	527	228	299	456
80 TO 84 YEARS......	330	120	210	261
85 YEARS AND OVER...	239	94	145	142
UNDER 18 YEARS......	6,085	3,119	2,966	6,465
62 YEARS AND OVER...	2,964	1,334	1,630	2,794
65 YEARS AND OVER...	2,478	1,081	1,397	2,269
MEDIAN AGE..........	31.8	30.5	33.1	31.9

TABLE IX C

1970 POPULATION

IOWA COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	15,419	7,562	7,857	16,396
UNDER 1 YEAR........	230	125	105	356
1 YEAR..............	220	110	110	358
2 YEARS.............	226	110	116	368
3 YEARS.............	269	138	131	328
4 YEARS.............	263	134	129	371
5 YEARS.............	291	150	141	334
6 YEARS.............	320	172	148	337
7 YEARS.............	315	162	153	341
8 YEARS.............	307	158	149	356
9 YEARS.............	315	158	157	348
10 YEARS............	333	171	162	335
11 YEARS............	317	160	157	338
12 YEARS............	343	172	171	371
13 YEARS............	328	164	164	323
14 YEARS............	327	172	155	263
15 YEARS............	313	173	140	264
16 YEARS............	342	157	185	266
17 YEARS............	336	170	166	263
18 YEARS............	216	111	105	221
19 YEARS............	170	82	88	143
20 YEARS............	143	69	74	162
21 YEARS AND OVER...	9,495	4,544	4,951	9,950
UNDER 5 YEARS.......	1,208	617	590	1,781
5 TO 9 YEARS........	1,548	800	748	1,716
10 TO 14 YEARS......	1,648	839	809	1,630
15 TO 19 YEARS......	1,377	693	684	1,157
20 TO 24 YEARS......	832	406	426	849
25 TO 29 YEARS......	795	415	380	857
30 TO 34 YEARS......	808	378	430	887
35 TO 39 YEARS......	760	381	379	962
40 TO 44 YEARS......	838	414	424	985
45 TO 49 YEARS......	886	424	462	1,053
50 TO 54 YEARS......	901	459	442	912
55 TO 59 YEARS......	888	434	454	832
60 TO 64 YEARS......	782	393	389	743
65 TO 69 YEARS......	662	304	358	713
70 TO 74 YEARS......	575	248	327	522
75 TO 79 YEARS......	469	186	283	416
80 TO 84 YEARS......	264	108	156	252
85 YEARS AND OVER...	178	63	115	129
UNDER 18 YEARS......	5,395	2,756	2,639	5,920
62 YEARS AND OVER...	2,606	1,120	1,486	2,477
65 YEARS AND OVER...	2,148	909	1,239	2,032
MEDIAN AGE..........	31.9	30.1	33.4	31.2

TABLE IX D

1970 POPULATION

JOHNSON COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	72,127	35,506	36,621	53,663
UNDER 1 YEAR........	1,452	750	702	1,515
1 YEAR..............	1,345	697	648	1,350
2 YEARS.............	1,227	593	634	1,282
3 YEARS.............	1,224	623	601	1,157
4 YEARS.............	1,180	613	567	1,102
5 YEARS.............	1,186	604	582	1,049
6 YEARS.............	1,186	625	561	1,008
7 YEARS.............	1,158	570	588	927
8 YEARS.............	1,188	600	588	920
9 YEARS.............	1,175	592	583	864
10 YEARS............	1,231	613	618	820
11 YEARS............	1,077	558	519	807
12 YEARS............	1,065	582	483	741
13 YEARS............	1,078	549	529	794
14 YEARS............	1,052	527	525	614
15 YEARS............	957	500	457	589
16 YEARS............	956	519	437	586
17 YEARS............	998	494	504	640
18 YEARS............	2,444	1,107	1,337	1,559
19 YEARS............	3,220	1,532	1,688	1,738
20 YEARS............	3,390	1,569	1,821	1,732
21 YEARS AND OVER...	42,338	20,689	21,649	31,869
UNDER 5 YEARS.......	6,428	3,276	3,152	6,406
5 TO 9 YEARS........	5,893	2,991	2,902	4,768
10 TO 14 YEARS......	5,503	2,829	2,674	3,776
15 TO 19 YEARS......	8,575	4,152	4,423	5,112
20 TO 24 YEARS......	13,950	6,725	7,225	7,617
25 TO 29 YEARS......	6,904	3,706	3,198	4,722
30 TO 34 YEARS......	4,089	2,113	1,976	3,186
35 TO 39 YEARS......	3,257	1,680	1,577	2,722
40 TO 44 YEARS......	2,965	1,455	1,510	2,530
45 TO 49 YEARS......	2,699	1,373	1,326	2,315
50 TO 54 YEARS......	2,631	1,247	1,384	2,197
55 TO 59 YEARS......	2,224	1,043	1,181	2,052
60 TO 64 YEARS......	1,996	930	1,066	1,825
65 TO 69 YEARS......	1,660	729	931	1,584
70 TO 74 YEARS......	1,330	535	795	1,255
75 TO 79 YEARS......	967	358	609	765
80 TO 84 YEARS......	627	222	405	480
85 YEARS AND OVER...	429	142	287	351
UNDER 18 YEARS......	20,735	10,609	10,126	16,765
62 YEARS AND OVER...	6,155	2,518	3,637	5,530
65 YEARS AND OVER...	5,013	1,986	3,027	4,435
MEDIAN AGE..........	23.5	23.3	23.6	24.4

TABLE IX E

1970 POPULATION

JONES COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	19,868	10,086	9,782	20,693
UNDER 1 YEAR........	303	161	142	437
1 YEAR..............	342	159	183	417
2 YEARS.............	323	163	160	472
3 YEARS.............	339	163	176	465
4 YEARS.............	344	171	173	426
5 YEARS.............	365	190	175	455
6 YEARS.............	412	203	209	463
7 YEARS.............	405	202	203	461
8 YEARS.............	413	209	204	459
9 YEARS.............	439	213	226	454
10 YEARS............	417	227	190	438
11 YEARS............	380	203	177	433
12 YEARS............	455	225	230	428
13 YEARS............	401	209	192	425
14 YEARS............	404	220	184	339
15 YEARS............	454	229	225	305
16 YEARS............	440	211	229	358
17 YEARS............	410	217	193	374
18 YEARS............	354	205	149	280
19 YEARS............	292	192	100	252
20 YEARS............	285	183	102	243
21 YEARS AND OVER...	11,891	5,931	5,960	12,309
UNDER 5 YEARS.......	1,651	817	834	2,217
5 TO 9 YEARS........	2,034	1,017	1,017	2,292
10 TO 14 YEARS......	2,057	1,084	973	2,063
15 TO 19 YEARS......	1,950	1,054	896	1,569
20 TO 24 YEARS......	1,424	892	532	1,322
25 TO 29 YEARS......	1,176	614	562	1,224
30 TO 34 YEARS......	1,048	545	503	1,233
35 TO 39 YEARS......	953	459	494	1,196
40 TO 44 YEARS......	1,084	529	555	1,222
45 TO 49 YEARS......	1,091	527	564	1,141
50 TO 54 YEARS......	1,122	578	544	1,012
55 TO 59 YEARS......	979	479	500	982
60 TO 64 YEARS......	831	416	415	845
65 TO 69 YEARS......	790	378	412	821
70 TO 74 YEARS......	638	275	363	648
75 TO 79 YEARS......	513	218	295	480
80 TO 84 YEARS......	345	141	204	253
85 YEARS AND OVER...	182	63	119	173
UNDER 18 YEARS......	7,046	3,575	3,471	7,609
62 YEARS AND OVER...	2,960	1,330	1,630	2,882
65 YEARS AND OVER...	2,468	1,075	1,393	2,375
MEDIAN AGE..........	28.5	26.5	30.8	28.6

TABLE IX F

1970 POPULATION

LINN COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	163,213	78,667	84,546	136,899
UNDER 1 YEAR........	3,149	1,627	1,522	3,471
1 YEAR..............	3,217	1,627	1,590	3,416
2 YEARS.............	3,057	1,526	1,531	3,409
3 YEARS.............	3,162	1,594	1,568	3,212
4 YEARS.............	3,189	1,641	1,548	3,205
5 YEARS.............	3,467	1,761	1,706	3,048
6 YEARS.............	3,567	1,851	1,716	3,027
7 YEARS.............	3,518	1,742	1,776	2,940
8 YEARS.............	3,540	1,803	1,737	2,814
9 YEARS.............	3,578	1,829	1,749	2,769
10 YEARS............	3,629	1,879	1,750	2,602
11 YEARS............	3,368	1,705	1,663	2,503
12 YEARS............	3,381	1,787	1,594	2,564
13 YEARS............	3,129	1,613	1,516	2,468
14 YEARS............	3,194	1,628	1,566	1,686
15 YEARS............	3,012	1,572	1,440	1,858
16 YEARS............	2,956	1,464	1,492	1,760
17 YEARS............	2,916	1,436	1,480	1,787
18 YEARS............	2,992	1,356	1,636	2,081
19 YEARS............	2,877	1,169	1,708	1,943
20 YEARS............	2,772	1,124	1,648	1,895
21 YEARS AND OVER...	95,543	44,933	50,610	82,441
UNDER 5 YEARS.......	15,774	8,015	7,759	16,713
5 TO 9 YEARS........	17,670	8,986	8,684	14,598
10 TO 14 YEARS......	16,701	8,612	8,089	11,823
15 TO 19 YEARS......	14,753	6,997	7,756	9,429
20 TO 24 YEARS......	13,474	5,755	7,719	9,446
25 TO 29 YEARS......	12,124	5,958	6,166	9,127
30 TO 34 YEARS......	10,361	5,109	5,252	9,264
35 TO 39 YEARS......	9,123	4,608	4,515	9,272
40 TO 44 YEARS......	9,036	4,539	4,497	8,180
45 TO 49 YEARS......	8,974	4,447	4,527	7,581
50 TO 54 YEARS......	7,790	3,820	3,970	6,590
55 TO 59 YEARS......	6,839	3,335	3,504	6,077
60 TO 64 YEARS......	5,782	2,698	3,084	5,304
65 TO 69 YEARS......	4,726	2,014	2,712	4,729
70 TO 74 YEARS......	3,816	1,552	2,264	3,718
75 TO 79 YEARS......	3,008	1,130	1,878	2,680
80 TO 84 YEARS......	1,889	672	1,217	1,462
85 YEARS AND OVER...	1,373	420	953	906
UNDER 18 YEARS......	59,029	30,085	28,944	48,539
62 YEARS AND OVER...	18,163	7,316	10,847	16,677
65 YEARS AND OVER...	14,812	5,788	9,024	13,495
MEDIAN AGE..........	26.3	25.8	26.8	28.5

TABLE IX G

1970 POPULATION

WASHINGTON COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	18,967	9,157	9,810	19,406
UNDER 1 YEAR........	295	147	148	401
1 YEAR..............	312	166	146	391
2 YEARS.............	288	145	143	434
3 YEARS.............	330	175	155	397
4 YEARS.............	306	166	140	441
5 YEARS.............	353	179	174	390
6 YEARS.............	376	189	187	460
7 YEARS.............	406	203	203	387
8 YEARS.............	363	177	186	440
9 YEARS.............	383	226	157	383
10 YEARS............	393	184	209	412
11 YEARS............	421	241	180	359
12 YEARS............	401	208	193	432
13 YEARS............	372	185	187	382
14 YEARS............	388	199	189	314
15 YEARS............	391	214	177	298
16 YEARS............	401	203	198	325
17 YEARS............	386	180	206	367
18 YEARS............	296	152	144	222
19 YEARS............	196	93	103	152
20 YEARS............	207	95	112	180
21 YEARS AND OVER...	11,703	5,430	6,273	11,839
UNDER 5 YEARS.......	1,531	799	732	2,064
5 TO 9 YEARS........	1,881	974	907	2,060
10 TO 14 YEARS......	1,975	1,017	958	1,899
15 TO 19 YEARS......	1,670	842	828	1,364
20 TO 24 YEARS......	1,056	483	573	902
25 TO 29 YEARS......	1,010	514	496	943
30 TO 34 YEARS......	936	470	466	1,087
35 TO 39 YEARS......	902	426	476	1,137
40 TO 44 YEARS......	1,042	499	543	1,174
45 TO 49 YEARS......	1,050	501	549	1,047
50 TO 54 YEARS......	1,088	527	561	1,032
55 TO 59 YEARS......	925	450	475	935
60 TO 64 YEARS......	943	433	510	957
65 TO 69 YEARS......	843	373	470	869
70 TO 74 YEARS......	793	340	453	760
75 TO 79 YEARS......	576	248	328	595
80 TO 84 YEARS......	420	156	264	346
85 YEARS AND OVER...	326	105	221	235
UNDER 18 YEARS......	6,565	3,387	3,178	7,013
62 YEARS AND OVER...	3,497	1,478	2,019	3,379
65 YEARS AND OVER...	2,958	1,222	1,736	2,805
MEDIAN AGE..........	31.9	29.5	34.4	32.2

TABLE IX H

1970 POPULATION

AREA X SUMMARY

	1970 TOTAL POPUL.	%	1960 TOTAL POPUL.	%
ALL AGES............	330,134		288,270	
UNDER 1 YEAR........	6,055	1.8	7,057	2.4
1 YEAR..............	6,074	1.8	6,815	2.4
2 YEARS.............	5,767	1.7	6,881	2.4
3 YEARS.............	5,976	1.8	6,426	2.2
4 YEARS.............	6,027	1.8	6,480	2.2
5 YEARS.............	6,424	1.9	6,159	2.1
6 YEARS.............	6,672	2.0	6,169	2.1
7 YEARS.............	6,630	2.0	5,953	2.1
8 YEARS.............	6,656	2.0	5,936	2.1
9 YEARS.............	6,784	2.1	5,668	2.0
10 YEARS............	6,922	2.1	5,466	1.9
11 YEARS............	6,440	1.9	5,236	1.8
12 YEARS............	6,522	2.0	5,435	1.9
13 YEARS............	6,161	1.9	5,282	1.8
14 YEARS............	6,268	1.9	3,885	1.3
15 YEARS............	5,992	1.8	4,022	1.4
16 YEARS............	5,900	1.8	4,017	1.4
17 YEARS............	5,840	1.8	4,084	1.4
18 YEARS............	6,937	2.1	4,820	1.7
19 YEARS............	7,166	2.2	4,592	1.6
20 YEARS............	7,177	2.2	4,576	1.6
21 YEARS AND OVER...	195,744	59.3	173,311	60.1
UNDER 5 YEARS.......	29,899	9.1	33,659	11.7
5 TO 9 YEARS........	33,166	10.0	29,885	10.4
10 TO 14 YEARS......	32,313	9.8	25,304	8.8
15 TO 19 YEARS......	31,835	9.6	21,535	7.5
20 TO 24 YEARS......	32,845	9.8	22,101	7.7
25 TO 29 YEARS......	24,316	7.4	18,945	6.6
30 TO 34 YEARS......	19,355	5.9	18,045	6.3
35 TO 39 YEARS......	17,053	5.3	17,739	6.2
40 TO 44 YEARS......	17,207	5.2	16,631	5.8
45 TO 49 YEARS......	16,940	5.1	15,705	5.4
50 TO 54 YEARS......	15,908	4.8	13,909	4.8
55 TO 59 YEARS......	14,156	4.3	12,865	4.5
60 TO 64 YEARS......	12,223	3.7	11,613	4.0
65 TO 69 YEARS......	10,293	3.1	10,501	3.6
70 TO 74 YEARS......	8,645	2.6	8,383	2.9
75 TO 79 YEARS......	6,696	2.0	5,936	2.1
80 TO 84 YEARS......	4,291	1.3	3,374	1.2
85 YEARS AND OVER...	2,993	0.9	2,140	0.7
UNDER 18 YEARS......	113,110	34.3	100,971	35.0
62 YEARS AND OVER...	39,987	12.1	37,299	12.9
65 YEARS AND OVER...	32,918	9.8	30,334	10.5

TABLE IX A
1970 POPULATION

AUDUBON COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	9,595	4,682	4,913	10,919
UNDER 1 YEAR........	129	67	62	226
1 YEAR..............	127	74	53	233
2 YEARS.............	117	59	58	239
3 YEARS.............	161	84	77	246
4 YEARS.............	149	66	83	250
5 YEARS.............	151	75	76	243
6 YEARS.............	179	89	90	252
7 YEARS.............	205	91	114	253
8 YEARS.............	192	88	104	255
9 YEARS.............	199	97	102	240
10 YEARS............	213	116	97	222
11 YEARS............	220	117	103	220
12 YEARS............	216	112	104	233
13 YEARS............	205	95	110	219
14 YEARS............	226	114	112	156
15 YEARS............	220	99	121	182
16 YEARS............	223	117	106	179
17 YEARS............	223	103	120	192
18 YEARS............	162	98	64	112
19 YEARS............	83	48	35	65
20 YEARS............	77	36	41	82
21 YEARS AND OVER...	5,918	2,837	3,081	6,620
UNDER 5 YEARS.......	683	350	333	1,194
5 TO 9 YEARS........	926	440	486	1,243
10 TO 14 YEARS......	1,080	554	526	1,050
15 TO 19 YEARS......	911	465	446	730
20 TO 24 YEARS......	386	191	195	475
25 TO 29 YEARS......	400	194	206	500
30 TO 34 YEARS......	481	243	238	660
35 TO 39 YEARS......	430	186	244	638
40 TO 44 YEARS......	573	278	295	716
45 TO 49 YEARS......	590	292	298	627
50 TO 54 YEARS......	627	313	314	566
55 TO 59 YEARS......	534	260	274	563
60 TO 64 YEARS......	486	240	246	522
65 TO 69 YEARS......	453	215	238	491
70 TO 74 YEARS......	381	171	210	399
75 TO 79 YEARS......	311	142	169	286
80 TO 84 YEARS......	218	95	123	166
85 YEARS AND OVER...	125	53	72	93
UNDER 18 YEARS......	3,355	1,663	1,692	4,040
62 YEARS AND OVER...	1,794	835	959	1,748
65 YEARS AND OVER...	1,488	676	812	1,435
MEDIAN AGE..........	34.3	33.0	35.5	32.0

TABLE IX B
1970 POPULATION

BOONE COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	26,470	12,668	13,802	28,037
UNDER 1 YEAR........	388	196	192	490
1 YEAR..............	361	188	173	508
2 YEARS.............	362	175	187	536
3 YEARS.............	386	195	191	519
4 YEARS.............	371	178	193	537
5 YEARS.............	402	216	186	527
6 YEARS.............	454	230	224	566
7 YEARS.............	445	237	208	527
8 YEARS.............	462	229	233	590
9 YEARS.............	486	259	227	555
10 YEARS............	499	248	251	531
11 YEARS............	498	256	242	497
12 YEARS............	579	287	292	570
13 YEARS............	507	264	243	584
14 YEARS............	557	271	286	429
15 YEARS............	526	266	260	438
16 YEARS............	579	286	293	473
17 YEARS............	532	263	269	462
18 YEARS............	486	253	233	360
19 YEARS............	376	184	192	278
20 YEARS............	364	183	181	294
21 YEARS AND OVER...	16,850	7,804	9,046	17,766
UNDER 5 YEARS.......	1,868	932	936	2,590
5 TO 9 YEARS........	2,249	1,171	1,078	2,765
10 TO 14 YEARS......	2,640	1,326	1,314	2,611
15 TO 19 YEARS......	2,499	1,252	1,247	2,011
20 TO 24 YEARS......	1,713	854	859	1,431
25 TO 29 YEARS......	1,458	697	761	1,498
30 TO 34 YEARS......	1,274	633	641	1,654
35 TO 39 YEARS......	1,236	588	648	1,641
40 TO 44 YEARS......	1,455	722	733	1,628
45 TO 49 YEARS......	1,496	710	786	1,624
50 TO 54 YEARS......	1,466	701	765	1,541
55 TO 59 YEARS......	1,468	701	767	1,504
60 TO 64 YEARS......	1,361	653	708	1,428
65 TO 69 YEARS......	1,260	566	694	1,308
70 TO 74 YEARS......	1,118	467	651	1,074
75 TO 79 YEARS......	843	337	506	843
80 TO 84 YEARS......	598	221	377	538
85 YEARS AND OVER...	468	137	331	348
UNDER 18 YEARS......	8,394	4,244	4,150	9,339
62 YEARS AND OVER...	5,080	2,098	2,982	4,967
65 YEARS AND OVER...	4,287	1,728	2,559	4,111
MEDIAN AGE..........	33.2	30.8	35.5	33.4

TABLE IX C
1970 POPULATION

CARROLL COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	22,912	11,098	11,814	23,431
UNDER 1 YEAR........	374	207	167	652
1 YEAR..............	390	209	181	561
2 YEARS.............	395	209	186	585
3 YEARS.............	450	251	199	571
4 YEARS.............	450	229	221	625
5 YEARS.............	507	259	248	599
6 YEARS.............	521	265	256	580
7 YEARS.............	494	245	249	578
8 YEARS.............	560	291	269	537
9 YEARS.............	529	281	248	500
10 YEARS............	612	319	293	542
11 YEARS............	552	287	265	518
12 YEARS............	561	298	263	488
13 YEARS............	578	269	309	492
14 YEARS............	561	291	270	420
15 YEARS............	567	265	302	388
16 YEARS............	541	263	278	412
17 YEARS............	529	257	272	356
18 YEARS............	336	169	167	277
19 YEARS............	215	112	103	193
20 YEARS............	212	92	120	202
21 YEARS AND OVER...	12,978	6,030	6,948	13,355
UNDER 5 YEARS.......	2,059	1,105	954	2,994
5 TO 9 YEARS........	2,611	1,341	1,270	2,794
10 TO 14 YEARS......	2,864	1,464	1,400	2,460
15 TO 19 YEARS......	2,188	1,066	1,122	1,626
20 TO 24 YEARS......	1,040	478	562	1,104
25 TO 29 YEARS......	1,030	495	535	1,189
30 TO 34 YEARS......	1,013	491	522	1,297
35 TO 39 YEARS......	1,062	521	541	1,344
40 TO 44 YEARS......	1,250	584	666	1,370
45 TO 49 YEARS......	1,266	611	655	1,304
50 TO 54 YEARS......	1,304	639	665	1,176
55 TO 59 YEARS......	1,136	543	593	1,072
60 TO 64 YEARS......	1,052	505	547	957
65 TO 69 YEARS......	860	376	484	947
70 TO 74 YEARS......	785	329	456	803
75 TO 79 YEARS......	670	278	392	552
80 TO 84 YEARS......	426	172	254	278
85 YEARS AND OVER...	296	100	196	164
UNDER 18 YEARS......	9,171	4,695	4,476	9,404
62 YEARS AND OVER...	3,630	1,538	2,092	3,318
65 YEARS AND OVER...	3,037	1,255	1,782	2,744
MEDIAN AGE..........	28.4	26.0	30.6	28.1

TABLE IX D
1970 POPULATION
DALLAS COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	26,085	12,619	13,466	24,123
UNDER 1 YEAR........	450	227	223	498
1 YEAR..............	458	242	216	507
2 YEARS.............	399	199	200	488
3 YEARS.............	446	232	214	477
4 YEARS.............	444	229	215	493
5 YEARS.............	501	256	245	514
6 YEARS.............	509	234	275	476
7 YEARS.............	535	278	257	501
8 YEARS.............	506	261	245	487
9 YEARS.............	566	282	284	476
10 YEARS............	577	306	271	445
11 YEARS............	592	298	294	467
12 YEARS............	540	258	282	513
13 YEARS............	508	263	245	509
14 YEARS............	538	260	278	391
15 YEARS............	519	269	250	388
16 YEARS............	487	239	248	378
17 YEARS............	505	250	255	396
18 YEARS............	407	205	202	242
19 YEARS............	282	146	136	210
20 YEARS............	267	125	142	196
21 YEARS AND OVER...	16,049	7,560	8,489	15,071
UNDER 5 YEARS.......	2,197	1,129	1,068	2,463
5 TO 9 YEARS........	2,617	1,311	1,306	2,454
10 TO 14 YEARS......	2,755	1,385	1,370	2,325
15 TO 19 YEARS......	2,200	1,109	1,091	1,614
20 TO 24 YEARS......	1,538	710	828	1,113
25 TO 29 YEARS......	1,600	776	824	1,215
30 TO 34 YEARS......	1,480	733	747	1,305
35 TO 39 YEARS......	1,364	692	672	1,457
40 TO 44 YEARS......	1,392	687	705	1,545
45 TO 49 YEARS......	1,436	698	738	1,447
50 TO 54 YEARS......	1,418	703	715	1,294
55 TO 59 YEARS......	1,375	672	703	1,208
60 TO 64 YEARS......	1,163	534	629	1,168
65 TO 69 YEARS......	1,017	436	581	1,168
70 TO 74 YEARS......	922	403	519	999
75 TO 79 YEARS......	750	290	460	696
80 TO 84 YEARS......	495	199	296	395
85 YEARS AND OVER...	366	152	214	257
UNDER 18 YEARS......	9,080	4,583	4,497	8,404
62 YEARS AND OVER...	4,219	1,778	2,441	4,215
65 YEARS AND OVER...	3,550	1,480	2,070	3,515
MEDIAN AGE..........	30.5	29.3	31.6	33.4

TABLE IX E
1970 POPULATION

GUTHRIE COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	12,243	5,953	6,290	13,607
UNDER 1 YEAR........	167	84	83	248
1 YEAR..............	160	69	91	240
2 YEARS.............	151	80	71	240
3 YEARS.............	181	92	89	255
4 YEARS.............	181	95	86	238
5 YEARS.............	190	98	92	236
6 YEARS.............	206	118	88	246
7 YEARS.............	209	107	102	282
8 YEARS.............	260	139	121	317
9 YEARS.............	230	105	125	276
10 YEARS............	250	131	119	273
11 YEARS............	228	118	110	288
12 YEARS............	238	126	112	291
13 YEARS............	252	135	117	255
14 YEARS............	244	119	125	243
15 YEARS............	247	126	121	265
16 YEARS............	242	126	116	220
17 YEARS............	256	130	126	245
18 YEARS............	184	105	79	151
19 YEARS............	95	53	42	115
20 YEARS............	104	54	50	107
21 YEARS AND OVER...	7,968	3,743	4,225	8,576
UNDER 5 YEARS.......	840	420	420	1,221
5 TO 9 YEARS........	1,095	567	528	1,357
10 TO 14 YEARS......	1,212	629	583	1,350
15 TO 19 YEARS......	1,024	540	484	996
20 TO 24 YEARS......	547	260	287	535
25 TO 29 YEARS......	538	271	267	586
30 TO 34 YEARS......	520	264	256	708
35 TO 39 YEARS......	567	267	300	778
40 TO 44 YEARS......	679	323	356	873
45 TO 49 YEARS......	728	349	379	821
50 TO 54 YEARS......	804	382	422	771
55 TO 59 YEARS......	735	389	346	750
60 TO 64 YEARS......	683	337	346	705
65 TO 69 YEARS......	634	293	341	773
70 TO 74 YEARS......	607	253	354	566
75 TO 79 YEARS......	513	213	300	442
80 TO 84 YEARS......	304	130	174	241
85 YEARS AND OVER...	213	66	147	134
UNDER 18 YEARS......	3,892	1,998	1,894	4,658
62 YEARS AND OVER...	2,696	1,170	1,526	2,579
65 YEARS AND OVER...	2,271	955	1,316	2,156
MEDIAN AGE..........	38.0	35.5	40.3	35.3

TABLE IX F
1970 POPULATION

	JASPER COUNTY TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	35,425	17,306	18,119	35,282
UNDER 1 YEAR........	567	290	277	793
1 YEAR..............	533	258	275	764
2 YEARS.............	511	268	243	773
3 YEARS.............	609	310	299	782
4 YEARS.............	581	291	290	813
5 YEARS.............	648	340	308	763
6 YEARS.............	655	333	322	769
7 YEARS.............	693	349	344	738
8 YEARS.............	745	393	352	761
9 YEARS.............	729	380	349	674
10 YEARS............	815	446	369	699
11 YEARS............	769	389	380	676
12 YEARS............	767	409	358	665
13 YEARS............	765	394	371	691
14 YEARS............	765	380	385	556
15 YEARS............	748	393	355	604
16 YEARS............	708	365	343	592
17 YEARS............	682	353	329	563
18 YEARS............	563	299	264	441
19 YEARS............	377	172	205	324
20 YEARS............	393	173	220	381
21 YEARS AND OVER...	21,802	10,321	11,481	21,460
UNDER 5 YEARS.......	2,801	1,417	1,384	3,925
5 TO 9 YEARS........	3,470	1,795	1,675	3,705
10 TO 14 YEARS......	3,881	2,018	1,863	3,287
15 TO 19 YEARS......	3,078	1,582	1,496	2,524
20 TO 24 YEARS......	2,065	966	1,099	1,926
25 TO 29 YEARS......	2,009	991	1,018	2,127
30 TO 34 YEARS......	2,090	984	1,106	2,332
35 TO 39 YEARS......	2,026	1,000	1,026	2,294
40 TO 44 YEARS......	2,284	1,141	1,143	2,201
45 TO 49 YEARS......	2,129	1,048	1,081	2,041
50 TO 54 YEARS......	2,003	987	1,016	1,839
55 TO 59 YEARS......	1,763	857	906	1,716
60 TO 64 YEARS......	1,643	805	838	1,495
65 TO 69 YEARS......	1,328	577	751	1,323
70 TO 74 YEARS......	1,091	467	624	1,061
75 TO 79 YEARS......	831	327	504	726
80 TO 84 YEARS......	542	220	322	459
85 YEARS AND OVER...	391	124	267	301
UNDER 18 YEARS......	12,290	6,341	5,949	12,676
62 YEARS AND OVER...	5,135	2,173	2,962	4,767
65 YEARS AND OVER...	4,183	1,715	2,468	3,870
MEDIAN AGE..........	31.0	29.4	32.4	30.3

TABLE IX G
1970 POPULATION

MADISON COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	11,558	5,665	5,893	12,295
UNDER 1 YEAR........	152	83	69	230
1 YEAR..............	162	98	64	232
2 YEARS.............	156	75	81	232
3 YEARS.............	177	97	80	228
4 YEARS.............	141	83	58	237
5 YEARS.............	202	115	87	216
6 YEARS.............	197	100	97	246
7 YEARS.............	206	101	105	239
8 YEARS.............	189	93	96	256
9 YEARS.............	264	155	109	238
10 YEARS............	246	122	124	212
11 YEARS............	243	118	125	226
12 YEARS............	217	112	105	270
13 YEARS............	246	129	117	255
14 YEARS............	234	110	124	209
15 YEARS............	217	109	108	223
16 YEARS............	235	138	97	230
17 YEARS............	216	99	117	201
18 YEARS............	185	96	89	165
19 YEARS............	115	65	50	108
20 YEARS............	101	53	48	106
21 YEARS AND OVER...	7,457	3,514	3,943	7,736
UNDER 5 YEARS.......	788	436	352	1,159
5 TO 9 YEARS........	1,058	564	494	1,195
10 TO 14 YEARS......	1,186	591	595	1,172
15 TO 19 YEARS......	968	507	461	927
20 TO 24 YEARS......	539	251	288	507
25 TO 29 YEARS......	573	270	303	564
30 TO 34 YEARS......	575	286	289	597
35 TO 39 YEARS......	592	268	324	733
40 TO 44 YEARS......	592	312	280	736
45 TO 49 YEARS......	705	342	363	734
50 TO 54 YEARS......	672	321	351	696
55 TO 59 YEARS......	679	341	338	686
60 TO 64 YEARS......	669	332	337	645
65 TO 69 YEARS......	550	253	297	661
70 TO 74 YEARS......	486	234	252	515
75 TO 79 YEARS......	432	180	252	382
80 TO 84 YEARS......	287	107	180	239
85 YEARS AND OVER...	207	70	137	147
UNDER 18 YEARS......	3,700	1,937	1,763	4,180
62 YEARS AND OVER...	2,359	1,037	1,322	2,331
65 YEARS AND OVER...	1,962	844	1,118	1,944
MEDIAN AGE..........	35.8	33.7	37.5	35.2

TABLE IX H
1970 POPULATION

MARION COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	26,352	13,219	13,133	25,886
UNDER 1 YEAR........	386	185	201	517
1 YEAR..............	409	201	208	485
2 YEARS.............	405	202	203	521
3 YEARS.............	421	203	218	470
4 YEARS.............	430	222	208	501
5 YEARS.............	441	226	215	485
6 YEARS.............	462	233	229	474
7 YEARS.............	464	247	217	474
8 YEARS.............	439	213	226	483
9 YEARS.............	457	234	223	480
10 YEARS............	504	252	252	449
11 YEARS............	480	251	229	449
12 YEARS............	513	259	254	539
13 YEARS............	455	225	230	429
14 YEARS............	479	239	240	412
15 YEARS............	459	238	221	409
16 YEARS............	463	232	231	441
17 YEARS............	441	234	207	410
18 YEARS............	589	302	287	368
19 YEARS............	585	272	313	339
20 YEARS............	504	241	263	317
21 YEARS AND OVER...	16,566	8,308	8,258	16,434
UNDER 5 YEARS.......	2,051	1,013	1,038	2,494
5 TO 9 YEARS........	2,263	1,153	1,110	2,396
10 TO 14 YEARS......	2,431	1,226	1,205	2,278
15 TO 19 YEARS......	2,537	1,278	1,259	1,967
20 TO 24 YEARS......	2,010	969	1,041	1,366
25 TO 29 YEARS......	1,487	748	739	1,262
30 TO 34 YEARS......	1,318	662	656	1,540
35 TO 39 YEARS......	1,258	635	623	1,589
40 TO 44 YEARS......	1,446	755	691	1,563
45 TO 49 YEARS......	1,539	792	747	1,492
50 TO 54 YEARS......	1,438	763	675	1,381
55 TO 59 YEARS......	1,405	700	705	1,302
60 TO 64 YEARS......	1,228	602	626	1,440
65 TO 69 YEARS......	1,083	491	592	1,420
70 TO 74 YEARS......	1,084	570	514	1,052
75 TO 79 YEARS......	901	474	427	720
80 TO 84 YEARS......	538	269	269	381
85 YEARS AND OVER...	335	119	216	243
UNDER 18 YEARS......	8,108	4,096	4,012	8,428
62 YEARS AND OVER...	4,667	2,262	2,405	4,680
65 YEARS AND OVER...	3,941	1,923	2,018	3,816
MEDIAN AGE..........	31.5	31.7	31.3	33.8

TABLE IX I
1970 POPULATION

POLK COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	286,101	136,234	149,867	266,315
UNDER 1 YEAR........	5,303	2,768	2,535	6,369
1 YEAR..............	5,122	2,577	2,545	6,303
2 YEARS.............	4,751	2,446	2,305	6,265
3 YEARS.............	4,821	2,491	2,330	6,090
4 YEARS.............	4,952	2,474	2,478	6,018
5 YEARS.............	5,232	2,760	2,472	5,796
6 YEARS.............	5,426	2,874	2,552	5,730
7 YEARS.............	5,621	2,828	2,793	5,498
8 YEARS.............	5,773	2,932	2,841	5,540
9 YEARS.............	5,930	3,019	2,911	5,313
10 YEARS............	6,193	3,197	2,996	4,928
11 YEARS............	5,650	2,839	2,811	4,927
12 YEARS............	5,701	2,883	2,818	5,034
13 YEARS............	5,663	2,930	2,733	4,968
14 YEARS............	5,541	2,816	2,725	3,496
15 YEARS............	5,344	2,658	2,686	3,666
16 YEARS............	5,329	2,746	2,583	3,541
17 YEARS............	5,136	2,567	2,569	3,937
18 YEARS............	5,645	2,677	2,968	3,935
19 YEARS............	5,235	2,266	2,969	3,787
20 YEARS............	4,950	2,140	2,810	3,620
21 YEARS AND OVER...	172,783	79,346	93,437	161,554
UNDER 5 YEARS.......	24,949	12,756	12,193	31,045
5 TO 9 YEARS........	27,982	14,413	13,569	27,877
10 TO 14 YEARS......	28,748	14,665	14,083	23,353
15 TO 19 YEARS......	26,689	12,914	13,775	18,866
20 TO 24 YEARS......	23,709	10,478	13,231	17,350
25 TO 29 YEARS......	20,005	9,593	10,412	16,601
30 TO 34 YEARS......	16,505	8,051	8,454	17,973
35 TO 39 YEARS......	15,482	7,433	8,049	18,392
40 TO 44 YEARS......	16,618	8,152	8,466	16,539
45 TO 49 YEARS......	16,724	8,026	8,698	15,360
50 TO 54 YEARS......	15,301	7,315	7,986	13,801
55 TO 59 YEARS......	13,542	6,296	7,246	12,470
60 TO 64 YEARS......	11,775	5,356	6,419	10,891
65 TO 69 YEARS......	9,269	3,889	5,380	9,550
70 TO 74 YEARS......	7,477	3,002	4,475	7,121
75 TO 79 YEARS......	5,518	1,994	3,524	4,851
80 TO 84 YEARS......	3,416	1,176	2,240	2,683
85 YEARS AND OVER...	2,392	725	1,667	1,592
UNDER 18 YEARS......	97,488	49,805	47,683	93,419
62 YEARS AND OVER...	34,654	13,780	20,874	32,331
65 YEARS AND OVER...	28,072	10,786	17,286	25,797
MEDIAN AGE..........	27.7	26.5	28.9	29.4

TABLE IX J
1970 POPULATION

STORY COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	62,783	32,796	29,987	49,327
UNDER 1 YEAR........	1,098	577	521	1,238
1 YEAR..............	993	519	474	1,144
2 YEARS.............	961	470	491	1,103
3 YEARS.............	844	419	425	1,021
4 YEARS.............	883	468	415	958
5 YEARS.............	907	463	444	929
6 YEARS.............	945	474	471	907
7 YEARS.............	997	493	504	874
8 YEARS.............	1,055	514	541	865
9 YEARS.............	943	478	465	750
10 YEARS............	990	531	459	794
11 YEARS............	932	495	437	777
12 YEARS............	923	486	437	850
13 YEARS............	935	496	439	756
14 YEARS............	878	424	454	617
15 YEARS............	883	454	429	600
16 YEARS............	894	478	416	606
17 YEARS............	887	445	442	659
18 YEARS............	2,773	1,677	1,097	1,488
19 YEARS............	3,901	2,356	1,545	1,916
20 YEARS............	3,636	2,142	1,494	1,723
21 YEARS AND OVER...	35,525	17,938	17,587	28,752
UNDER 5 YEARS.......	4,779	2,453	2,326	5,464
5 TO 9 YEARS........	4,847	2,422	2,425	4,325
10 TO 14 YEARS......	4,658	2,432	2,226	3,794
15 TO 19 YEARS......	9,338	5,409	3,929	5,269
20 TO 24 YEARS......	11,941	6,928	5,013	6,351
25 TO 29 YEARS......	4,685	2,547	2,138	3,669
30 TO 34 YEARS......	3,200	1,674	1,526	2,682
35 TO 39 YEARS......	2,658	1,348	1,310	2,561
40 TO 44 YEARS......	2,560	1,263	1,297	2,411
45 TO 49 YEARS......	2,515	1,238	1,277	2,173
50 TO 54 YEARS......	2,373	1,134	1,239	2,064
55 TO 59 YEARS......	2,121	1,008	1,113	1,899
60 TO 64 YEARS......	1,928	930	998	1,805
65 TO 69 YEARS......	1,556	641	915	1,738
70 TO 74 YEARS......	1,358	526	832	1,331
75 TO 79 YEARS......	1,097	435	662	914
80 TO 84 YEARS......	674	240	434	507
85 YEARS AND OVER...	495	168	327	370
UNDER 18 YEARS......	16,948	8,684	8,264	15,448
62 YEARS AND OVER...	6,284	2,557	3,727	5,943
65 YEARS AND OVER...	5,180	2,010	3,170	4,860
MEDIAN AGE..........	23.3	22.7	24.1	24.6

TABLE IX K

1970 POPULATION

WARREN COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	27,432	13,564	13,868	20,829
UNDER 1 YEAR........	550	311	239	488
1 YEAR..............	496	252	244	493
2 YEARS.............	486	245	241	490
3 YEARS.............	529	276	253	497
4 YEARS.............	555	289	266	485
5 YEARS.............	558	266	292	466
6 YEARS.............	623	310	313	467
7 YEARS.............	611	314	297	459
8 YEARS.............	634	298	336	466
9 YEARS.............	674	345	329	423
10 YEARS............	665	333	332	411
11 YEARS............	620	335	285	403
12 YEARS............	583	303	280	460
13 YEARS............	628	295	333	428
14 YEARS............	583	289	294	341
15 YEARS............	565	284	281	344
16 YEARS............	548	312	236	344
17 YEARS............	500	248	252	333
18 YEARS............	520	250	270	351
19 YEARS............	491	243	248	347
20 YEARS............	466	227	239	277
21 YEARS AND OVER...	15,547	7,539	8,008	12,056
UNDER 5 YEARS.......	2,616	1,373	1,243	2,453
5 TO 9 YEARS........	3,100	1,533	1,567	2,281
10 TO 14 YEARS......	3,079	1,555	1,524	2,043
15 TO 19 YEARS......	2,624	1,337	1,287	1,719
20 TO 24 YEARS......	2,044	933	1,111	1,337
25 TO 29 YEARS......	1,988	973	1,015	1,349
30 TO 34 YEARS......	1,847	918	929	1,252
35 TO 39 YEARS......	1,693	850	843	1,298
40 TO 44 YEARS......	1,448	748	700	1,117
45 TO 49 YEARS......	1,394	706	688	1,037
50 TO 54 YEARS......	1,141	596	545	956
55 TO 59 YEARS......	1,026	509	517	812
60 TO 64 YEARS......	921	453	468	812
65 TO 69 YEARS......	694	314	380	839
70 TO 74 YEARS......	668	300	368	612
75 TO 79 YEARS......	558	235	323	484
80 TO 84 YEARS......	332	133	199	260
85 YEARS AND OVER...	259	98	161	168
UNDER 18 YEARS......	10,408	5,305	5,103	7,798
62 YEARS AND OVER...	3,000	1,317	1,683	2,850
65 YEARS AND OVER...	2,511	1,080	1,431	2,363
MEDIAN AGE..........	25.6	25.3	26.0	27.2

TABLE IX A
1970 POPULATION
CHEROKEE COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	17,269	8,401	8,868	18,598
UNDER 1 YEAR........	288	143	145	378
1 YEAR..............	252	126	126	375
2 YEARS.............	265	142	123	371
3 YEARS.............	252	135	117	387
4 YEARS.............	277	155	122	427
5 YEARS.............	297	160	137	385
6 YEARS.............	328	156	172	411
7 YEARS.............	356	181	175	435
8 YEARS.............	397	205	192	417
9 YEARS.............	372	181	191	406
10 YEARS............	372	190	182	385
11 YEARS............	359	189	170	373
12 YEARS............	404	206	198	359
13 YEARS............	368	173	195	363
14 YEARS............	400	208	192	276
15 YEARS............	388	211	177	273
16 YEARS............	378	195	183	273
17 YEARS............	428	214	214	290
18 YEARS............	273	145	128	212
19 YEARS............	179	88	91	161
20 YEARS............	172	79	93	156
21 YEARS AND OVER...	10,464	4,919	5,545	11,485
UNDER 5 YEARS.......	1,334	701	633	1,938
5 TO 9 YEARS........	1,750	883	867	2,054
10 TO 14 YEARS......	1,903	966	937	1,756
15 TO 19 YEARS......	1,646	853	793	1,209
20 TO 24 YEARS......	926	433	493	786
25 TO 29 YEARS......	934	475	459	991
30 TO 34 YEARS......	816	379	437	1,124
35 TO 39 YEARS......	879	407	472	1,145
40 TO 44 YEARS......	1,012	516	496	1,152
45 TO 49 YEARS......	1,001	484	517	1,074
50 TO 54 YEARS......	1,014	486	528	1,024
55 TO 59 YEARS......	872	406	466	978
60 TO 64 YEARS......	839	420	419	920
65 TO 69 YEARS......	713	334	379	890
70 TO 74 YEARS......	597	236	361	714
75 TO 79 YEARS......	511	223	288	438
80 TO 84 YEARS......	319	123	196	240
85 YEARS AND OVER...	203	76	127	165
UNDER 18 YEARS......	6,181	3,170	3,011	6,584
62 YEARS AND OVER...	2,840	1,233	1,607	2,999
65 YEARS AND OVER...	2,343	992	1,351	2,447
MEDIAN AGE..........	30.9	28.8	32.9	32.5

TABLE IX B
1970 POPULATION

CRAWFORD COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	18,780	9,331	9,449	18,569
UNDER 1 YEAR........	291	149	142	388
1 YEAR..............	318	171	147	390
2 YEARS.............	306	147	159	390
3 YEARS.............	330	165	165	390
4 YEARS.............	354	165	189	415
5 YEARS.............	394	194	200	404
6 YEARS.............	410	200	210	398
7 YEARS.............	411	215	196	397
8 YEARS.............	399	197	202	419
9 YEARS.............	383	212	171	381
10 YEARS............	408	217	191	369
11 YEARS............	404	224	180	390
12 YEARS............	405	187	218	407
13 YEARS............	397	203	194	404
14 YEARS............	418	222	196	351
15 YEARS............	393	187	206	319
16 YEARS............	388	205	183	322
17 YEARS............	396	221	175	326
18 YEARS............	295	152	143	196
19 YEARS............	207	92	115	166
20 YEARS............	186	96	90	141
21 YEARS AND OVER...	11,287	5,510	5,777	11,206
UNDER 5 YEARS.......	1,599	797	802	1,973
5 TO 9 YEARS........	1,997	1,018	979	1,999
10 TO 14 YEARS......	2,032	1,053	979	1,921
15 TO 19 YEARS......	1,679	857	822	1,329
20 TO 24 YEARS......	1,154	579	575	773
25 TO 29 YEARS......	1,124	563	561	901
30 TO 34 YEARS......	868	445	423	1,043
35 TO 39 YEARS......	926	462	464	1,130
40 TO 44 YEARS......	1,007	497	510	1,177
45 TO 49 YEARS......	1,105	552	553	1,093
50 TO 54 YEARS......	1,086	527	559	968
55 TO 59 YEARS......	946	478	468	985
60 TO 64 YEARS......	804	390	414	906
65 TO 69 YEARS......	806	383	423	858
70 TO 74 YEARS......	677	309	368	684
75 TO 79 YEARS......	502	232	270	473
80 TO 84 YEARS......	297	129	168	245
85 YEARS AND OVER...	171	60	111	111
UNDER 18 YEARS......	6,805	3,481	3,324	6,860
62 YEARS AND OVER...	2,925	1,339	1,586	2,914
65 YEARS AND OVER...	2,453	1,113	1,340	2,371
MEDIAN AGE.........	29.1	28.2	30.1	31.9

TABLE IX C

1970 POPULATION

IDA COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	9,190	4,472	4,718	10,269
UNDER 1 YEAR........	136	79	57	196
1 YEAR..............	139	68	71	219
2 YEARS.............	112	58	54	201
3 YEARS.............	128	62	66	213
4 YEARS.............	160	73	87	194
5 YEARS.............	120	68	52	231
6 YEARS.............	167	89	78	202
7 YEARS.............	154	88	66	234
8 YEARS.............	188	92	96	217
9 YEARS.............	181	90	91	219
10 YEARS............	227	118	109	211
11 YEARS............	199	98	101	201
12 YEARS............	185	99	86	219
13 YEARS............	215	95	120	232
14 YEARS............	185	97	88	163
15 YEARS............	229	114	115	176
16 YEARS............	188	87	101	162
17 YEARS............	209	102	107	135
18 YEARS............	114	56	58	103
19 YEARS............	53	28	25	59
20 YEARS............	59	32	27	68
21 YEARS AND OVER...	5,842	2,779	3,063	6,414
UNDER 5 YEARS.......	675	340	335	1,023
5 TO 9 YEARS........	810	427	383	1,103
10 TO 14 YEARS......	1,011	507	504	1,026
15 TO 19 YEARS......	793	387	406	635
20 TO 24 YEARS......	383	187	196	375
25 TO 29 YEARS......	459	234	225	498
30 TO 34 YEARS......	414	202	212	595
35 TO 39 YEARS......	479	213	266	679
40 TO 44 YEARS......	572	295	277	630
45 TO 49 YEARS......	611	290	321	612
50 TO 54 YEARS......	532	261	271	541
55 TO 59 YEARS......	508	256	252	537
60 TO 64 YEARS......	497	246	251	551
65 TO 69 YEARS......	384	190	194	579
70 TO 74 YEARS......	409	160	249	404
75 TO 79 YEARS......	340	147	193	266
80 TO 84 YEARS......	209	96	113	139
85 YEARS AND OVER...	104	34	70	76
UNDER 18 YEARS......	3,122	1,577	1,545	3,625
62 YEARS AND OVER...	1,713	765	948	1,794
65 YEARS AND OVER...	1,446	627	819	1,464
MEDIAN AGE..........	35.5	33.8	36.8	34.0

TABLE IX D
1970 POPULATION

MONONA COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	12,069	5,873	6,196	13,916
UNDER 1 YEAR........	162	79	83	261
1 YEAR..............	151	76	75	295
2 YEARS.............	147	82	65	274
3 YEARS.............	160	82	78	271
4 YEARS.............	175	77	98	261
5 YEARS.............	180	103	77	290
6 YEARS.............	215	103	112	311
7 YEARS.............	231	122	109	281
8 YEARS.............	252	131	121	325
9 YEARS.............	231	103	128	295
10 YEARS............	262	130	132	238
11 YEARS............	248	111	137	275
12 YEARS............	240	127	113	308
13 YEARS............	228	119	109	277
14 YEARS............	233	122	111	233
15 YEARS............	264	140	124	241
16 YEARS............	268	142	126	259
17 YEARS............	257	131	126	239
18 YEARS............	199	106	93	192
19 YEARS............	98	47	51	107
20 YEARS............	78	36	42	116
21 YEARS AND OVER...	7,790	3,704	4,086	8,567
UNDER 5 YEARS.......	795	396	399	1,362
5 TO 9 YEARS........	1,109	562	547	1,502
10 TO 14 YEARS......	1,211	609	602	1,331
15 TO 19 YEARS......	1,086	566	520	1,038
20 TO 24 YEARS......	508	235	273	568
25 TO 29 YEARS......	558	272	286	632
30 TO 34 YEARS......	543	271	272	743
35 TO 39 YEARS......	586	286	300	810
40 TO 44 YEARS......	624	302	322	838
45 TO 49 YEARS......	729	353	376	858
50 TO 54 YEARS......	784	379	405	895
55 TO 59 YEARS......	743	342	401	725
60 TO 64 YEARS......	758	364	394	686
65 TO 69 YEARS......	596	302	294	667
70 TO 74 YEARS......	547	255	292	516
75 TO 79 YEARS......	425	195	230	412
80 TO 84 YEARS......	269	114	155	204
85 YEARS AND OVER...	198	70	128	129
UNDER 18 YEARS......	3,904	1,980	1,924	4,934
62 YEARS AND OVER...	2,477	1,146	1,331	2,339
65 YEARS AND OVER...	2,035	936	1,099	1,928
MEDIAN AGE.........	36.9	35.4	38.3	33.5

TABLE IX E
1970 POPULATION

PLYMOUTH COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	24,312	11,941	12,371	23,906
UNDER 1 YEAR........	395	189	206	547
1 YEAR..............	358	169	189	551
2 YEARS.............	361	188	173	567
3 YEARS.............	364	185	179	568
4 YEARS.............	361	197	164	589
5 YEARS.............	459	235	224	578
6 YEARS.............	473	243	230	542
7 YEARS.............	514	233	281	535
8 YEARS.............	538	259	279	600
9 YEARS.............	569	305	264	512
10 YEARS............	550	281	269	552
11 YEARS............	559	279	280	490
12 YEARS............	589	300	289	511
13 YEARS............	572	296	276	480
14 YEARS............	568	283	285	401
15 YEARS............	587	295	292	374
16 YEARS............	524	252	272	448
17 YEARS............	530	250	280	410
18 YEARS............	583	301	282	363
19 YEARS............	462	240	222	262
20 YEARS............	459	245	214	276
21 YEARS AND OVER...	13,937	6,716	7,221	13,750
UNDER 5 YEARS.......	1,839	928	911	2,822
5 TO 9 YEARS........	2,553	1,275	1,278	2,767
10 TO 14 YEARS......	2,838	1,439	1,399	2,434
15 TO 19 YEARS......	2,686	1,338	1,348	1,857
20 TO 24 YEARS......	1,721	893	828	1,161
25 TO 29 YEARS......	1,207	582	625	1,245
30 TO 34 YEARS......	1,095	554	541	1,377
35 TO 39 YEARS......	1,201	551	650	1,342
40 TO 44 YEARS......	1,358	709	649	1,420
45 TO 49 YEARS......	1,258	623	635	1,343
50 TO 54 YEARS......	1,290	604	686	1,238
55 TO 59 YEARS......	1,216	600	616	1,110
60 TO 64 YEARS......	1,076	519	557	1,039
65 TO 69 YEARS......	867	413	454	1,039
70 TO 74 YEARS......	799	388	411	800
75 TO 79 YEARS......	636	263	373	518
80 TO 84 YEARS......	402	162	240	244
85 YEARS AND OVER...	270	100	170	150
UNDER 18 YEARS......	8,871	4,439	4,432	9,255
62 YEARS AND OVER...	3,573	1,603	1,970	3,374
65 YEARS AND OVER...	2,974	1,326	1,648	2,751
MEDIAN AGE..........	27.1	25.8	28.4	28.7

TABLE IX F
1970 POPULATION

WOODBURY COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	103,052	49,093	53,959	107,849
UNDER 1 YEAR........	1,791	881	910	2,521
1 YEAR..............	1,672	855	817	2,392
2 YEARS.............	1,647	831	816	2,514
3 YEARS.............	1,623	842	781	2,432
4 YEARS.............	1,668	874	794	2,432
5 YEARS.............	1,853	948	905	2,467
6 YEARS.............	1,923	975	948	2,376
7 YEARS.............	2,044	1,081	963	2,500
8 YEARS.............	2,144	1,103	1,041	2,365
9 YEARS.............	2,103	1,100	1,003	2,233
10 YEARS............	2,166	1,090	1,076	2,183
11 YEARS............	2,101	1,060	1,041	2,131
12 YEARS............	2,140	1,074	1,066	2,108
13 YEARS............	2,128	1,083	1,045	2,002
14 YEARS............	2,137	1,109	1,028	1,494
15 YEARS............	2,151	1,075	1,076	1,585
16 YEARS............	2,143	1,072	1,071	1,566
17 YEARS............	2,180	1,130	1,050	1,594
18 YEARS............	2,098	1,005	1,093	1,535
19 YEARS............	1,900	762	1,138	1,383
20 YEARS............	1,717	663	1,054	1,244
21 YEARS AND OVER...	61,723	28,480	33,243	64,792
UNDER 5 YEARS.......	8,401	4,283	4,118	12,291
5 TO 9 YEARS........	10,067	5,207	4,860	11,941
10 TO 14 YEARS......	10,672	5,416	5,256	9,918
15 TO 19 YEARS......	10,472	5,044	5,428	7,663
20 TO 24 YEARS......	7,543	3,200	4,343	5,938
25 TO 29 YEARS......	5,760	2,834	2,926	5,904
30 TO 34 YEARS......	5,011	2,431	2,580	6,663
35 TO 39 YEARS......	5,128	2,422	2,706	6,642
40 TO 44 YEARS......	5,856	2,872	2,984	6,335
45 TO 49 YEARS......	5,858	2,808	3,050	5,901
50 TO 54 YEARS......	5,654	2,740	2,914	5,712
55 TO 59 YEARS......	5,012	2,352	2,660	5,500
60 TO 64 YEARS......	4,719	2,128	2,591	5,087
65 TO 69 YEARS......	4,068	1,808	2,260	4,655
70 TO 74 YEARS......	3,495	1,474	2,021	3,442
75 TO 79 YEARS......	2,645	1,079	1,566	2,237
80 TO 84 YEARS......	1,607	602	1,005	1,202
85 YEARS AND OVER...	1,084	393	691	758
UNDER 18 YEARS......	35,614	18,183	17,431	38,895
62 YEARS AND OVER...	15,614	6,565	9,049	15,406
65 YEARS AND OVER...	12,899	5,356	7,543	12,354
MEDIAN AGE..........	28.8	27.5	30.1	30.2

TABLE IX A
1970 POPULATION

	CASS COUNTY TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES	17,007	8,146	8,861	17,919
UNDER 1 YEAR	255	135	120	363
1 YEAR	216	103	113	370
2 YEARS	241	127	114	353
3 YEARS	246	126	120	337
4 YEARS	263	126	137	322
5 YEARS	295	143	152	364
6 YEARS	297	158	139	336
7 YEARS	317	174	143	366
8 YEARS	328	161	167	352
9 YEARS	348	179	169	341
10 YEARS	347	171	176	316
11 YEARS	360	172	188	300
12 YEARS	338	176	162	369
13 YEARS	312	152	160	340
14 YEARS	314	182	132	239
15 YEARS	342	169	173	302
16 YEARS	302	143	159	310
17 YEARS	337	161	176	293
18 YEARS	217	122	95	211
19 YEARS	169	67	102	157
20 YEARS	157	62	95	176
21 YEARS AND OVER	11,006	5,137	5,869	11,402
UNDER 5 YEARS	1,221	617	604	1,745
5 TO 9 YEARS	1,585	815	770	1,759
10 TO 14 YEARS	1,671	853	818	1,564
15 TO 19 YEARS	1,367	662	705	1,273
20 TO 24 YEARS	803	359	444	862
25 TO 29 YEARS	902	439	463	874
30 TO 34 YEARS	844	416	428	986
35 TO 39 YEARS	804	390	414	1,017
40 TO 44 YEARS	929	463	466	1,105
45 TO 49 YEARS	957	464	493	1,138
50 TO 54 YEARS	1,011	451	560	1,048
55 TO 59 YEARS	1,022	511	511	959
60 TO 64 YEARS	962	478	484	933
65 TO 69 YEARS	839	383	456	883
70 TO 74 YEARS	768	315	453	751
75 TO 79 YEARS	612	271	341	540
80 TO 84 YEARS	422	173	249	302
85 YEARS AND OVER	288	86	202	180
UNDER 18 YEARS	5,458	2,758	2,700	5,973
62 YEARS AND OVER	3,479	1,500	1,979	3,215
65 YEARS AND OVER	2,929	1,228	1,701	2,656
MEDIAN AGE	35.7	33.9	37.4	34.5

TABLE IX B
1970 POPULATION

FREMONT COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	9,282	4,537	4,745	10,282
UNDER 1 YEAR........	140	72	68	178
1 YEAR..............	120	64	56	170
2 YEARS.............	114	57	57	175
3 YEARS.............	134	71	63	197
4 YEARS.............	118	58	60	200
5 YEARS.............	124	65	59	181
6 YEARS.............	155	80	75	189
7 YEARS.............	164	81	83	205
8 YEARS.............	170	84	86	178
9 YEARS.............	170	96	74	174
10 YEARS............	198	93	105	203
11 YEARS............	166	90	76	238
12 YEARS............	188	107	81	211
13 YEARS............	205	118	87	227
14 YEARS............	186	94	92	153
15 YEARS............	172	86	86	191
16 YEARS............	204	97	107	159
17 YEARS............	185	101	84	187
18 YEARS............	118	52	66	118
19 YEARS............	83	44	39	87
20 YEARS............	76	42	34	78
21 YEARS AND OVER...	6,092	2,885	3,207	6,583
UNDER 5 YEARS.......	626	322	304	920
5 TO 9 YEARS........	783	406	377	927
10 TO 14 YEARS......	943	502	441	1,032
15 TO 19 YEARS......	762	380	382	742
20 TO 24 YEARS......	431	212	219	405
25 TO 29 YEARS......	455	222	233	476
30 TO 34 YEARS......	418	202	216	547
35 TO 39 YEARS......	467	222	245	618
40 TO 44 YEARS......	505	250	255	647
45 TO 49 YEARS......	575	263	312	676
50 TO 54 YEARS......	581	297	284	606
55 TO 59 YEARS......	616	293	323	628
60 TO 64 YEARS......	558	270	288	545
65 TO 69 YEARS......	489	242	247	501
70 TO 74 YEARS......	433	190	243	433
75 TO 79 YEARS......	308	134	174	285
80 TO 84 YEARS......	213	87	126	181
85 YEARS AND OVER...	119	43	76	113
UNDER 18 YEARS......	2,913	1,514	1,399	3,416
62 YEARS AND OVER...	1,866	836	1,030	1,840
65 YEARS AND OVER...	1,562	696	866	1,513
MEDIAN AGE..........	37.4	35.5	39.1	35.7

TABLE IX C
1970 POPULATION
HARRISON COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	16,240	7,938	8,302	17,600
UNDER 1 YEAR........	240	132	108	348
1 YEAR............	247	127	120	331
2 YEARS............	226	111	115	363
3 YEARS.............	229	119	110	368
4 YEARS.............	238	112	126	378
5 YEARS.............	269	135	134	348
6 YEARS.............	271	140	131	360
7 YEARS.............	289	140	149	395
8 YEARS.............	358	184	174	380
9 YEARS.............	379	195	184	375
10 YEARS............	362	210	152	380
11 YEARS............	308	155	153	374
12 YEARS............	358	195	163	425
13 YEARS............	361	180	181	363
14 YEARS............	352	193	159	316
15 YEARS............	331	177	154	317
16 YEARS............	332	170	162	304
17 YEARS............	376	188	188	314
18 YEARS............	235	119	116	189
19 YEARS............	183	99	84	128
20 YEARS............	163	67	96	121
21 YEARS AND OVER...	10,133	4,790	5,343	10,723
UNDER 5 YEARS.......	1,180	601	579	1,788
5 TO 9 YEARS........	1,566	794	772	1,858
10 TO 14 YEARS......	1,741	933	808	1,858
15 TO 19 YEARS......	1,457	753	704	1,252
20 TO 24 YEARS......	802	373	429	643
25 TO 29 YEARS......	785	397	388	773
30 TO 34 YEARS......	717	338	379	956
35 TO 39 YEARS......	758	362	396	1,045
40 TO 44 YEARS......	878	425	453	990
45 TO 49 YEARS......	960	461	499	1,056
50 TO 54 YEARS......	951	478	473	991
55 TO 59 YEARS......	933	444	489	964
60 TO 64 YEARS......	848	418	430	914
65 TO 69 YEARS......	767	371	396	882
70 TO 74 YEARS......	703	323	380	697
75 TO 79 YEARS......	601	244	357	497
80 TO 84 YEARS......	345	149	196	266
85 YEARS AND OVER...	248	74	174	170
UNDER 18 YEARS......	5,526	2,863	2,663	6,439
62 YEARS AND OVER...	3,189	1,412	1,777	3,060
65 YEARS AND OVER...	2,664	1,161	1,503	2,512
MEDIAN AGE..........	34.1	31.7	36.2	33.3

TABLE IX D
1970 POPULATION
MILLS COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	11,606	5,771	5,835	13,050
UNDER 1 YEAR........	160	95	65	229
1 YEAR..............	193	87	106	214
2 YEARS.............	158	87	71	238
3 YEARS.............	168	72	96	234
4 YEARS.............	144	73	71	224
5 YEARS.............	204	115	89	272
6 YEARS.............	204	99	105	235
7 YEARS.............	232	123	109	254
8 YEARS.............	214	115	99	264
9 YEARS.............	234	125	109	260
10 YEARS............	238	131	107	276
11 YEARS............	220	127	93	273
12 YEARS............	251	132	119	321
13 YEARS............	252	132	120	273
14 YEARS............	236	133	103	263
15 YEARS............	258	148	110	245
16 YEARS............	262	136	126	244
17 YEARS............	245	113	132	253
18 YEARS............	208	104	104	200
19 YEARS............	163	80	83	149
20 YEARS............	150	68	82	136
21 YEARS AND OVER...	7,212	3,476	3,736	7,993
UNDER 5 YEARS.......	823	414	409	1,139
5 TO 9 YEARS........	1,088	577	511	1,285
10 TO 14 YEARS......	1,197	655	542	1,406
15 TO 19 YEARS......	1,136	581	555	1,091
20 TO 24 YEARS......	802	380	422	689
25 TO 29 YEARS......	677	343	334	688
30 TO 34 YEARS......	620	309	311	761
35 TO 39 YEARS......	541	278	263	783
40 TO 44 YEARS......	644	309	335	846
45 TO 49 YEARS......	657	335	322	836
50 TO 54 YEARS......	702	326	376	713
55 TO 59 YEARS......	638	300	338	713
60 TO 64 YEARS......	576	284	292	594
65 TO 69 YEARS......	483	241	242	500
70 TO 74 YEARS......	382	167	215	393
75 TO 79 YEARS......	314	138	176	316
80 TO 84 YEARS......	186	81	105	183
85 YEARS AND OVER...	140	53	87	114
UNDER 18 YEARS......	3,873	2,043	1,830	4,572
62 YEARS AND OVER...	1,807	827	980	1,862
65 YEARS AND OVER...	1,505	680	825	1,506
MEDIAN AGE..........	30.6	29.1	32.3	31.5

TABLE IX E
1970 POPULATION

PAGE COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES	18,507	8,876	9,631	21,023
UNDER 1 YEAR	250	136	114	345
1 YEAR	212	104	108	343
2 YEARS	212	120	92	350
3 YEARS	199	106	93	359
4 YEARS	236	125	111	380
5 YEARS	253	133	120	363
6 YEARS	291	145	146	335
7 YEARS	290	148	142	388
8 YEARS	312	148	164	380
9 YEARS	314	178	136	335
10 YEARS	315	170	145	364
11 YEARS	307	145	162	336
12 YEARS	293	138	155	374
13 YEARS	320	155	165	398
14 YEARS	350	183	167	297
15 YEARS	346	169	177	324
16 YEARS	351	176	175	327
17 YEARS	342	189	153	335
18 YEARS	361	192	169	285
19 YEARS	315	180	135	201
20 YEARS	234	120	114	179
21 YEARS AND OVER	12,404	5,716	6,688	14,025
UNDER 5 YEARS	1,109	591	518	1,777
5 TO 9 YEARS	1,460	752	708	1,801
10 TO 14 YEARS	1,585	791	794	1,769
15 TO 19 YEARS	1,715	906	809	1,472
20 TO 24 YEARS	995	494	501	875
25 TO 29 YEARS	908	460	448	984
30 TO 34 YEARS	823	418	405	1,170
35 TO 39 YEARS	880	407	473	1,330
40 TO 44 YEARS	1,066	513	553	1,292
45 TO 49 YEARS	1,130	538	592	1,304
50 TO 54 YEARS	1,150	539	611	1,270
55 TO 59 YEARS	1,155	562	593	1,259
60 TO 64 YEARS	1,063	496	567	1,230
65 TO 69 YEARS	979	447	532	1,111
70 TO 74 YEARS	916	365	551	951
75 TO 79 YEARS	707	289	418	714
80 TO 84 YEARS	516	184	332	437
85 YEARS AND OVER	350	124	226	277
UNDER 18 YEARS	5,193	2,668	2,525	6,333
62 YEARS AND OVER	4,074	1,682	2,392	4,228
65 YEARS AND OVER	3,468	1,409	2,059	3,490
MEDIAN AGE	38.7	35.3	41.4	37.5

TABLE IX F
1970 POPULATION

POTTAWATTAMIE COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	86,991	42,032	44,959	83,102
UNDER 1 YEAR........	1,511	774	737	2,089
1 YEAR..............	1,485	740	745	2,119
2 YEARS.............	1,499	751	748	2,127
3 YEARS.............	1,508	785	723	2,007
4 YEARS.............	1,611	823	788	2,024
5 YEARS.............	1,785	909	876	1,952
6 YEARS.............	1,940	1,003	937	1,888
7 YEARS.............	2,027	996	1,031	1,912
8 YEARS.............	2,024	1,018	1,006	1,901
9 YEARS.............	2,056	1,055	1,001	1,826
10 YEARS............	2,021	1,056	965	1,768
11 YEARS............	1,927	1,003	924	1,644
12 YEARS............	2,038	1,025	1,013	1,794
13 YEARS............	1,915	958	957	1,776
14 YEARS............	1,962	944	1,018	1,183
15 YEARS............	1,798	936	862	1,189
16 YEARS............	1,786	909	877	1,355
17 YEARS............	1,759	903	856	1,227
18 YEARS............	1,573	759	814	1,003
19 YEARS............	1,246	542	704	908
20 YEARS............	1,116	476	640	824
21 YEARS AND OVER...	50,404	23,667	26,737	48,586
UNDER 5 YEARS.......	7,614	3,873	3,741	10,366
5 TO 9 YEARS........	9,832	4,981	4,851	9,479
10 TO 14 YEARS......	9,863	4,986	4,877	8,165
15 TO 19 YEARS......	8,162	4,049	4,113	5,682
20 TO 24 YEARS......	5,664	2,521	3,143	4,582
25 TO 29 YEARS......	5,290	2,563	2,727	5,245
30 TO 34 YEARS......	4,752	2,269	2,483	5,619
35 TO 39 YEARS......	4,917	2,355	2,562	5,447
40 TO 44 YEARS......	5,243	2,614	2,629	4,682
45 TO 49 YEARS......	4,889	2,400	2,489	4,333
50 TO 54 YEARS......	4,345	2,116	2,229	3,983
55 TO 59 YEARS......	3,827	1,896	1,931	3,739
60 TO 64 YEARS......	3,399	1,595	1,804	3,538
65 TO 69 YEARS......	2,978	1,305	1,673	3,149
70 TO 74 YEARS......	2,554	1,081	1,473	2,331
75 TO 79 YEARS......	1,849	728	1,121	1,468
80 TO 84 YEARS......	1,104	426	678	816
85 YEARS AND OVER...	709	274	435	478
UNDER 18 YEARS......	32,652	16,588	16,064	31,781
62 YEARS AND OVER...	11,172	4,699	6,473	10,364
65 YEARS AND OVER...	9,194	3,814	5,380	8,242
MEDIAN AGE..........	27.2	26.2	28.2	28.1

TABLE IX G
1970 POPULATION

SHELBY COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	15,528	7,715	7,813	15,825
UNDER 1 YEAR........	256	129	127	410
1 YEAR..............	245	125	120	375
2 YEARS.............	255	144	111	417
3 YEARS.............	253	138	115	393
4 YEARS.............	288	159	129	388
5 YEARS.............	306	149	157	377
6 YEARS.............	329	168	161	375
7 YEARS.............	338	162	176	362
8 YEARS.............	351	192	159	398
9 YEARS.............	378	182	196	319
10 YEARS............	395	203	192	317
11 YEARS............	393	203	190	336
12 YEARS............	384	205	179	328
13 YEARS............	392	210	182	331
14 YEARS............	368	189	179	291
15 YEARS............	369	198	171	278
16 YEARS............	352	162	190	287
17 YEARS............	345	179	166	296
18 YEARS............	259	141	118	195
19 YEARS............	144	70	74	122
20 YEARS............	102	54	48	124
21 YEARS AND OVER...	9,026	4,353	4,673	9,106
UNDER 5 YEARS.......	1,297	695	602	1,983
5 TO 9 YEARS........	1,702	853	849	1,831
10 TO 14 YEARS......	1,932	1,010	922	1,603
15 TO 19 YEARS......	1,469	750	719	1,178
20 TO 24 YEARS......	687	333	354	712
25 TO 29 YEARS......	732	364	368	785
30 TO 34 YEARS......	705	346	359	878
35 TO 39 YEARS......	795	381	414	883
40 TO 44 YEARS......	847	442	405	951
45 TO 49 YEARS......	825	416	409	820
50 TO 54 YEARS......	877	435	442	781
55 TO 59 YEARS......	763	363	400	746
60 TO 64 YEARS......	729	353	376	660
65 TO 69 YEARS......	623	311	312	652
70 TO 74 YEARS......	540	254	286	576
75 TO 79 YEARS......	451	186	265	401
80 TO 84 YEARS......	331	160	191	232
85 YEARS AND OVER...	223	83	140	153
UNDER 18 YEARS......	5,997	3,097	2,900	6,278
62 YEARS AND OVER...	2,584	1,172	1,412	2,410
65 YEARS AND OVER...	2,168	974	1,194	2,014
MEDIAN AGE..........	29.6	28.0	31.3	28.9

TABLE IX A
1970 POPULATION
ADAIR COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	9,487	4,700	4,787	10,893
UNDER 1 YEAR........	118	63	55	188
1 YEAR..............	113	59	54	209
2 YEARS.............	118	56	62	196
3 YEARS.............	123	62	61	195
4 YEARS.............	139	68	71	210
5 YEARS.............	137	71	66	197
6 YEARS.............	167	87	80	203
7 YEARS.............	185	94	91	194
8 YEARS.............	191	99	92	231
9 YEARS.............	202	114	88	221
10 YEARS............	187	109	78	231
11 YEARS............	193	106	87	193
12 YEARS............	179	75	104	221
13 YEARS............	183	98	85	205
14 YEARS............	207	113	94	147
15 YEARS............	181	110	71	196
16 YEARS............	177	86	91	186
17 YEARS............	198	98	100	221
18 YEARS............	137	82	55	121
19 YEARS............	77	42	35	91
20 YEARS............	70	36	34	91
21 YEARS AND OVER...	6,205	2,972	3,233	6,946
UNDER 5 YEARS.......	611	308	303	998
5 TO 9 YEARS........	882	465	417	1,046
10 TO 14 YEARS......	949	501	448	997
15 TO 19 YEARS......	770	418	352	815
20 TO 24 YEARS......	376	202	174	453
25 TO 29 YEARS......	432	203	229	478
30 TO 34 YEARS......	474	225	249	574
35 TO 39 YEARS......	459	226	233	614
40 TO 44 YEARS......	505	266	239	709
45 TO 49 YEARS......	570	279	291	717
50 TO 54 YEARS......	627	293	334	681
55 TO 59 YEARS......	639	322	317	643
60 TO 64 YEARS......	594	297	297	548
65 TO 69 YEARS......	498	230	268	531
70 TO 74 YEARS......	395	188	207	490
75 TO 79 YEARS......	338	128	210	310
80 TO 84 YEARS......	228	96	132	186
85 YEARS AND OVER...	140	53	87	103
UNDER 18 YEARS......	2,998	1,568	1,430	3,644
62 YEARS AND OVER...	1,921	854	1,067	1,948
65 YEARS AND OVER...	1,599	695	904	1,620
MEDIAN AGE..........	37.7	35.6	39.8	35.7

TABLE IX B
1970 POPULATION

ADAMS COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	6,322	3,114	3,208	7,468
UNDER 1 YEAR........	84	48	36	148
1 YEAR..............	56	36	20	137
2 YEARS.............	79	37	42	135
3 YEARS.............	72	35	37	129
4 YEARS.............	65	30	35	148
5 YEARS.............	106	64	42	150
6 YEARS.............	121	67	54	143
7 YEARS.............	98	56	42	155
8 YEARS.............	120	67	53	173
9 YEARS.............	130	64	66	142
10 YEARS............	134	68	66	127
11 YEARS............	127	57	70	150
12 YEARS............	132	74	58	164
13 YEARS............	119	61	58	129
14 YEARS............	129	68	61	129
15 YEARS............	140	76	64	150
16 YEARS............	120	67	53	148
17 YEARS............	123	63	60	125
18 YEARS............	109	68	41	92
19 YEARS............	49	28	21	55
20 YEARS............	45	18	27	52
21 YEARS AND OVER...	4,164	1,962	2,202	4,687
UNDER 5 YEARS.......	356	186	170	697
5 TO 9 YEARS........	575	318	257	763
10 TO 14 YEARS......	641	328	313	699
15 TO 19 YEARS......	541	302	239	570
20 TO 24 YEARS......	269	119	150	276
25 TO 29 YEARS......	287	134	153	334
30 TO 34 YEARS......	318	149	169	397
35 TO 39 YEARS......	314	166	148	444
40 TO 44 YEARS......	313	165	148	469
45 TO 49 YEARS......	400	136	214	461
50 TO 54 YEARS......	411	177	234	451
55 TO 59 YEARS......	399	207	192	432
60 TO 64 YEARS......	422	204	218	362
65 TO 69 YEARS......	330	161	169	365
70 TO 74 YEARS......	296	130	166	305
75 TO 79 YEARS......	222	97	125	236
80 TO 84 YEARS......	138	53	85	135
85 YEARS AND OVER...	90	32	58	72
UNDER 18 YEARS......	1,955	1,038	917	2,582
62 YEARS AND OVER...	1,318	587	731	1,330
65 YEARS AND OVER...	1,076	473	603	1,113
MEDIAN AGE..........	37.8	35.6	40.2	35.0

TABLE IX C
1970 POPULATION

CLARKE COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	7,581	3,666	3,915	8,222
UNDER 1 YEAR........	97	54	43	145
1 YEAR..............	93	48	45	146
2 YEARS.............	115	54	61	133
3 YEARS.............	98	54	44	144
4 YEARS.............	99	51	48	134
5 YEARS.............	115	56	59	139
6 YEARS.............	117	70	47	165
7 YEARS.............	131	74	57	127
8 YEARS.............	151	79	72	179
9 YEARS.............	114	57	57	153
10 YEARS............	148	81	67	135
11 YEARS............	144	74	70	165
12 YEARS............	157	78	79	158
13 YEARS............	131	63	68	159
14 YEARS............	149	78	71	133
15 YEARS............	140	80	60	129
16 YEARS............	131	66	65	147
17 YEARS............	152	62	90	148
18 YEARS............	122	63	59	79
19 YEARS............	61	36	25	77
20 YEARS............	55	23	32	53
21 YEARS AND OVER...	5,061	2,365	2,696	5,374
UNDER 5 YEARS.......	502	261	241	702
5 TO 9 YEARS........	628	336	292	763
10 TO 14 YEARS......	729	374	355	750
15 TO 19 YEARS......	606	307	299	580
20 TO 24 YEARS......	357	156	201	328
25 TO 29 YEARS......	351	176	175	368
30 TO 34 YEARS......	390	196	194	451
35 TO 39 YEARS......	343	171	172	441
40 TO 44 YEARS......	464	208	256	515
45 TO 49 YEARS......	436	216	220	503
50 TO 54 YEARS......	478	232	246	528
55 TO 59 YEARS......	467	224	243	472
60 TO 64 YEARS......	477	237	240	441
65 TO 69 YEARS......	396	184	212	416
70 TO 74 YEARS......	342	160	182	387
75 TO 79 YEARS......	254	93	161	300
80 TO 84 YEARS......	193	81	112	162
85 YEARS AND OVER...	168	54	114	115
UNDER 18 YEARS......	2,282	1,179	1,103	2,639
62 YEARS AND OVER...	1,640	720	920	1,644
65 YEARS AND OVER...	1,353	572	781	1,380
MEDIAN AGE..........	38.3	35.8	40.6	36.9

TABLE IX D
1970 POPULATION

DECATUR COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	9,737	4,762	4,975	10,539
UNDER 1 YEAR........	110	54	56	165
1 YEAR..............	118	60	58	157
2 YEARS.............	119	69	50	177
3 YEARS.............	114	64	50	162
4 YEARS.............	110	60	50	157
5 YEARS.............	112	55	57	204
6 YEARS.............	143	72	71	158
7 YEARS.............	135	77	58	185
8 YEARS.............	140	62	78	178
9 YEARS.............	144	82	62	170
10 YEARS............	181	100	81	183
11 YEARS............	163	84	79	170
12 YEARS............	172	88	84	205
13 YEARS............	163	91	72	217
14 YEARS............	153	79	74	166
15 YEARS............	217	114	103	172
16 YEARS............	153	68	85	176
17 YEARS............	163	96	67	199
18 YEARS............	395	180	215	358
19 YEARS............	385	180	205	314
20 YEARS............	270	137	133	182
21 YEARS AND OVER...	6,077	2,890	3,187	6,484
UNDER 5 YEARS.......	571	307	264	818
5 TO 9 YEARS........	674	348	326	895
10 TO 14 YEARS......	832	442	390	941
15 TO 19 YEARS......	1,313	638	675	1,219
20 TO 24 YEARS......	850	433	417	541
25 TO 29 YEARS......	424	208	216	407
30 TO 34 YEARS......	387	193	194	461
35 TO 39 YEARS......	393	199	194	519
40 TO 44 YEARS......	455	202	253	596
45 TO 49 YEARS......	463	242	221	599
50 TO 54 YEARS......	538	242	296	581
55 TO 59 YEARS......	551	275	276	623
60 TO 64 YEARS......	523	241	282	587
65 TO 69 YEARS......	512	235	277	537
70 TO 74 YEARS......	481	232	249	450
75 TO 79 YEARS......	368	149	219	366
80 TO 84 YEARS......	245	114	131	243
85 YEARS AND OVER...	157	62	95	156
UNDER 18 YEARS......	2,610	1,375	1,235	3,201
62 YEARS AND OVER...	2,073	928	1,145	2,104
65 YEARS AND OVER...	1,763	792	971	1,752
MEDIAN AGE..........	32.6	30.1	35.1	34.9

TABLE IX E
1970 POPULATION

MONTGOMERY COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	12,781	6,116	6,665	14,467
UNDER 1 YEAR........	144	74	70	277
1 YEAR..............	168	90	78	261
2 YEARS.............	169	89	80	262
3 YEARS.............	146	80	66	270
4 YEARS.............	182	90	92	262
5 YEARS.............	200	108	92	283
6 YEARS.............	208	103	105	249
7 YEARS.............	224	124	100	271
8 YEARS.............	240	124	116	299
9 YEARS.............	224	107	117	270
10 YEARS............	246	117	129	277
11 YEARS............	229	136	93	298
12 YEARS............	252	138	114	284
13 YEARS............	248	142	106	290
14 YEARS............	263	137	126	220
15 YEARS............	247	117	130	227
16 YEARS............	211	102	109	219
17 YEARS............	245	128	117	240
18 YEARS............	187	98	89	105
19 YEARS............	101	50	51	110
20 YEARS............	107	47	60	117
21 YEARS AND OVER...	8,540	3,915	4,625	9,376
UNDER 5 YEARS.......	809	423	386	1,332
5 TO 9 YEARS........	1,096	566	530	1,372
10 TO 14 YEARS......	1,238	670	568	1,369
15 TO 19 YEARS......	991	495	496	901
20 TO 24 YEARS......	637	290	347	565
25 TO 29 YEARS......	582	291	291	735
30 TO 34 YEARS......	574	259	315	806
35 TO 39 YEARS......	648	319	329	850
40 TO 44 YEARS......	731	361	370	870
45 TO 49 YEARS......	733	355	378	854
50 TO 54 YEARS......	755	346	409	905
55 TO 59 YEARS......	774	375	399	788
60 TO 64 YEARS......	791	361	430	738
65 TO 69 YEARS......	695	320	375	721
70 TO 74 YEARS......	606	255	351	670
75 TO 79 YEARS......	488	210	278	507
80 TO 84 YEARS......	349	126	223	311
85 YEARS AND OVER...	284	94	190	173
UNDER 18 YEARS......	3,846	2,006	1,840	4,759
62 YEARS AND OVER...	2,878	1,212	1,666	2,824
65 YEARS AND OVER...	2,422	1,005	1,417	2,382
MEDIAN AGE..........	38.6	36.0	41.0	35.9

TABLE IX F

1970 POPULATION

RINGGOLD COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	6,373	3,069	3,304	7,910
UNDER 1 YEAR........	62	25	37	126
1 YEAR..............	71	35	36	139
2 YEARS.............	80	46	34	140
3 YEARS.............	65	25	40	146
4 YEARS.............	76	41	35	130
5 YEARS.............	78	34	44	147
6 YEARS.............	97	59	38	151
7 YEARS.............	97	41	56	128
8 YEARS.............	105	52	53	162
9 YEARS.............	98	42	56	169
10 YEARS............	118	58	60	141
11 YEARS............	135	69	66	155
12 YEARS............	131	70	61	170
13 YEARS............	145	65	80	181
14 YEARS............	115	63	52	153
15 YEARS............	125	65	60	146
16 YEARS............	135	71	64	127
17 YEARS............	115	59	56	151
18 YEARS............	106	52	54	79
19 YEARS............	56	28	28	73
20 YEARS............	53	24	29	50
21 YEARS AND OVER...	4,310	2,045	2,265	5,046
UNDER 5 YEARS.......	354	172	182	681
5 TO 9 YEARS........	475	228	247	757
10 TO 14 YEARS......	644	325	319	800
15 TO 19 YEARS......	537	275	262	576
20 TO 24 YEARS......	286	138	148	284
25 TO 29 YEARS......	263	126	137	351
30 TO 34 YEARS......	271	129	142	409
35 TO 39 YEARS......	326	165	161	443
40 TO 44 YEARS......	373	195	178	427
45 TO 49 YEARS......	391	178	213	537
50 TO 54 YEARS......	386	179	207	471
55 TO 59 YEARS......	440	214	226	475
60 TO 64 YEARS......	411	201	210	451
65 TO 69 YEARS......	384	178	206	393
70 TO 74 YEARS......	319	149	170	337
75 TO 79 YEARS......	241	116	125	262
80 TO 84 YEARS......	159	60	99	159
85 YEARS AND OVER...	113	41	72	97
UNDER 18 YEARS......	1,848	920	928	2,662
62 YEARS AND OVER...	1,461	664	797	1,518
65 YEARS AND OVER...	1,216	544	672	1,248
MEDIAN AGE..........	40.4	39.3	41.5	36.1

TABLE IX G
1970 POPULATION

TAYLOR COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	8,790	4,202	4,588	10,288
UNDER 1 YEAR........	113	52	61	156
1 YEAR..............	99	43	56	154
2 YEARS.............	107	55	52	181
3 YEARS.............	119	58	61	162
4 YEARS.............	115	55	60	184
5 YEARS.............	134	62	72	186
6 YEARS.............	128	72	56	179
7 YEARS.............	122	62	60	176
8 YEARS.............	116	53	63	195
9 YEARS.............	149	67	82	179
10 YEARS............	154	78	76	180
11 YEARS............	163	92	71	202
12 YEARS............	160	77	83	191
13 YEARS............	149	86	63	219
14 YEARS............	171	87	84	174
15 YEARS............	174	84	90	175
16 YEARS............	172	94	78	191
17 YEARS............	163	78	85	173
18 YEARS............	142	74	68	146
19 YEARS............	99	47	52	70
20 YEARS............	57	37	20	76
21 YEARS AND OVER...	5,984	2,789	3,195	6,739
UNDER 5 YEARS.......	553	263	290	837
5 TO 9 YEARS........	649	316	333	915
10 TO 14 YEARS......	797	420	377	966
15 TO 19 YEARS......	750	377	373	755
20 TO 24 YEARS......	379	193	186	352
25 TO 29 YEARS......	380	189	191	402
30 TO 34 YEARS......	333	162	171	499
35 TO 39 YEARS......	367	169	198	576
40 TO 44 YEARS......	459	224	235	634
45 TO 49 YEARS......	574	281	293	648
50 TO 54 YEARS......	579	301	278	624
55 TO 59 YEARS......	546	272	274	560
60 TO 64 YEARS......	556	249	307	610
65 TO 69 YEARS......	481	227	254	615
70 TO 74 YEARS......	511	218	293	514
75 TO 79 YEARS......	399	174	225	405
80 TO 84 YEARS......	273	107	166	237
85 YEARS AND OVER...	204	60	144	139
UNDER 18 YEARS......	2,508	1,255	1,253	3,257
62 YEARS AND OVER...	2,196	922	1,274	2,276
65 YEARS AND OVER...	1,868	786	1,082	1,910
MEDIAN AGE..........	42.0	40.3	43.7	38.6

TABLE IX H

1970 POPULATION

UNION COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	13,557	6,409	7,148	13,712
UNDER 1 YEAR........	195	98	97	273
1 YEAR..............	214	118	96	254
2 YEARS.............	197	97	100	262
3 YEARS.............	212	110	102	234
4 YEARS.............	194	90	104	235
5 YEARS.............	215	98	117	271
6 YEARS.............	267	128	139	242
7 YEARS.............	227	113	114	242
8 YEARS.............	258	112	146	249
9 YEARS.............	253	115	138	255
10 YEARS............	276	142	134	258
11 YEARS............	265	123	142	258
12 YEARS............	274	151	123	272
13 YEARS............	251	129	122	277
14 YEARS............	225	108	117	203
15 YEARS............	271	143	128	216
16 YEARS............	245	132	113	230
17 YEARS............	225	104	121	220
18 YEARS............	234	132	102	175
19 YEARS............	214	116	98	121
20 YEARS............	165	66	99	125
21 YEARS AND OVER...	8,680	3,984	4,696	8,840
UNDER 5 YEARS.......	1,012	513	499	1,258
5 TO 9 YEARS........	1,220	566	654	1,259
10 TO 14 YEARS......	1,291	653	638	1,268
15 TO 19 YEARS......	1,189	627	562	962
20 TO 24 YEARS......	721	297	424	543
25 TO 29 YEARS......	719	353	366	625
30 TO 34 YEARS......	645	327	318	668
35 TO 39 YEARS......	632	293	339	758
40 TO 44 YEARS......	662	320	342	802
45 TO 49 YEARS......	742	359	383	772
50 TO 54 YEARS......	780	384	396	791
55 TO 59 YEARS......	739	352	387	815
60 TO 64 YEARS......	749	330	419	824
65 TO 69 YEARS......	738	329	409	790
70 TO 74 YEARS......	662	283	379	642
75 TO 79 YEARS......	522	226	296	487
80 TO 84 YEARS......	336	127	209	249
85 YEARS AND OVER...	198	70	128	199
UNDER 18 YEARS......	4,264	2,111	2,153	4,451
62 YEARS AND OVER...	2,932	1,245	1,687	2,861
65 YEARS AND OVER...	2,456	1,035	1,421	2,367
MEDIAN AGE..........	34.9	33.0	36.7	36.8

TABLE IX A
1970 POPULATION
APPANOOSE COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	15,007	7,254	7,753	16,015
UNDER 1 YEAR........	196	92	104	257
1 YEAR..............	183	81	102	253
2 YEARS.............	193	102	91	258
3 YEARS.............	208	121	87	269
4 YEARS.............	206	97	109	299
5 YEARS.............	232	126	106	264
6 YEARS.............	243	142	101	266
7 YEARS.............	246	127	119	266
8 YEARS.............	271	153	118	249
9 YEARS.............	273	133	140	221
10 YEARS............	261	126	135	257
11 YEARS............	259	129	130	260
12 YEARS............	283	145	138	301
13 YEARS............	272	137	135	331
14 YEARS............	298	162	136	250
15 YEARS............	280	162	118	263
16 YEARS............	260	134	126	280
17 YEARS............	255	125	130	277
18 YEARS............	287	158	129	187
19 YEARS............	288	177	111	140
20 YEARS............	236	142	94	116
21 YEARS AND OVER...	9,777	4,483	5,294	10,751
UNDER 5 YEARS.......	986	493	493	1,336
5 TO 9 YEARS........	1,265	681	584	1,266
10 TO 14 YEARS......	1,373	699	674	1,399
15 TO 19 YEARS......	1,370	756	614	1,147
20 TO 24 YEARS......	848	428	420	621
25 TO 29 YEARS......	711	352	359	645
30 TO 34 YEARS......	634	295	339	763
35 TO 39 YEARS......	646	295	351	878
40 TO 44 YEARS......	735	346	389	991
45 TO 49 YEARS......	828	403	425	996
50 TO 54 YEARS......	960	443	517	991
55 TO 59 YEARS......	900	450	450	946
60 TO 64 YEARS......	919	427	492	950
65 TO 69 YEARS......	826	362	464	985
70 TO 74 YEARS......	709	299	410	841
75 TO 79 YEARS......	606	233	373	638
80 TO 84 YEARS......	394	180	214	370
85 YEARS AND OVER...	297	112	185	260
UNDER 18 YEARS......	4,419	2,294	2,125	4,821
62 YEARS AND OVER...	3,388	1,450	1,938	3,664
65 YEARS AND OVER...	2,832	1,186	1,646	3,094
MEDIAN AGE..........	37.4	33.7	40.5	39.8

TABLE IX B
1970 POPULATION

DAVIS COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	8,207	4,026	4,181	9,199
UNDER 1 YEAR........	92	58	34	162
1 YEAR..............	121	64	57	186
2 YEARS.............	86	38	48	177
3 YEARS.............	103	53	50	170
4 YEARS.............	111	60	51	187
5 YEARS.............	125	67	58	166
6 YEARS.............	131	74	57	172
7 YEARS.............	158	89	69	178
8 YEARS.............	143	75	68	176
9 YEARS.............	167	77	90	184
10 YEARS............	172	87	85	158
11 YEARS............	174	87	87	185
12 YEARS............	176	91	85	197
13 YEARS............	160	88	72	193
14 YEARS............	176	95	81	177
15 YEARS............	157	80	77	161
16 YEARS............	156	78	78	171
17 YEARS............	189	93	96	168
18 YEARS............	117	64	53	113
19 YEARS............	88	44	44	78
20 YEARS............	74	38	36	75
21 YEARS AND OVER...	5,331	2,526	2,805	5,765
UNDER 5 YEARS.......	513	273	240	882
5 TO 9 YEARS........	724	382	342	876
10 TO 14 YEARS......	858	448	410	910
15 TO 19 YEARS......	707	359	348	691
20 TO 24 YEARS......	383	191	192	377
25 TO 29 YEARS......	387	186	201	433
30 TO 34 YEARS......	398	190	208	463
35 TO 39 YEARS......	420	201	219	513
40 TO 44 YEARS......	457	228	229	559
45 TO 49 YEARS......	466	209	257	609
50 TO 54 YEARS......	500	253	247	551
55 TO 59 YEARS......	542	261	281	496
60 TO 64 YEARS......	474	243	231	480
65 TO 69 YEARS......	415	174	241	427
70 TO 74 YEARS......	351	170	181	383
75 TO 79 YEARS......	295	134	161	260
80 TO 84 YEARS......	159	69	90	181
85 YEARS AND OVER...	158	55	103	108
UNDER 18 YEARS......	2,597	1,354	1,243	3,168
62 YEARS AND OVER...	1,667	734	933	1,647
65 YEARS AND OVER...	1,378	602	776	1,359
MEDIAN AGE..........	36.6	34.6	38.4	34.6

TABLE IXC
1970 POPULATION

JEFFERSON COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	15,774	7,851	7,923	15,818
UNDER 1 YEAR........	227	118	109	304
1 YEAR..............	231	108	123	311
2 YEARS.............	214	101	113	287
3 YEARS.............	242	103	139	296
4 YEARS.............	237	128	109	299
5 YEARS.............	248	130	118	286
6 YEARS.............	245	123	122	297
7 YEARS.............	256	129	127	287
8 YEARS.............	297	144	153	311
9 YEARS.............	307	151	156	299
10 YEARS............	308	157	151	273
11 YEARS............	288	145	143	267
12 YEARS............	274	134	140	292
13 YEARS............	289	148	141	333
14 YEARS............	303	153	150	253
15 YEARS............	281	152	129	235
16 YEARS............	262	142	120	246
17 YEARS............	231	118	113	240
18 YEARS............	316	166	150	327
19 YEARS............	321	179	142	316
20 YEARS............	333	190	143	289
21 YEARS AND OVER...	10,064	4,932	5,132	9,770
UNDER 5 YEARS.......	1,151	558	593	1,497
5 TO 9 YEARS........	1,353	677	676	1,480
10 TO 14 YEARS......	1,462	737	725	1,418
15 TO 19 YEARS......	1,411	757	654	1,364
20 TO 24 YEARS......	1,742	1,031	711	1,055
25 TO 29 YEARS......	867	465	402	779
30 TO 34 YEARS......	726	353	373	893
35 TO 39 YEARS......	728	329	399	872
40 TO 44 YEARS......	815	413	402	900
45 TO 49 YEARS......	806	391	415	871
50 TO 54 YEARS......	836	411	425	944
55 TO 59 YEARS......	815	391	424	747
60 TO 64 YEARS......	802	383	419	783
65 TO 69 YEARS......	617	302	315	747
70 TO 74 YEARS......	608	270	338	619
75 TO 79 YEARS......	490	188	302	453
80 TO 84 YEARS......	313	113	200	252
85 YEARS AND OVER...	232	82	150	144
UNDER 18 YEARS......	4,740	2,384	2,356	5,116
62 YEARS AND OVER...	2,726	1,174	1,552	2,684
65 YEARS AND OVER...	2,260	955	1,305	2,215
MEDIAN AGE..........	29.4	26.8	32.7	31.8

TABLE IX D

1970 POPULATION

KEOKUK COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	13,943	6,837	7,106	15,492
UNDER 1 YEAR........	178	92	86	285
1 YEAR..............	161	84	77	327
2 YEARS.............	183	90	93	285
3 YEARS.............	230	119	111	307
4 YEARS.............	220	114	106	320
5 YEARS.............	219	103	116	314
6 YEARS.............	238	125	113	331
7 YEARS.............	261	133	128	279
8 YEARS.............	272	135	137	330
9 YEARS.............	272	159	113	324
10 YEARS............	281	132	149	316
11 YEARS............	320	178	142	288
12 YEARS............	293	175	118	316
13 YEARS............	288	141	147	321
14 YEARS............	329	163	166	250
15 YEARS............	280	145	135	257
16 YEARS............	317	158	159	262
17 YEARS............	268	153	115	253
18 YEARS............	218	124	94	167
19 YEARS............	113	65	48	119
20 YEARS............	113	62	51	125
21 YEARS AND OVER...	8,889	4,187	4,702	9,716
UNDER 5 YEARS.......	972	499	473	1,524
5 TO 9 YEARS........	1,262	655	607	1,578
10 TO 14 YEARS......	1,511	789	722	1,491
15 TO 19 YEARS......	1,196	645	551	1,058
20 TO 24 YEARS......	648	318	330	637
25 TO 29 YEARS......	594	292	302	689
30 TO 34 YEARS......	593	294	299	781
35 TO 39 YEARS......	668	304	364	867
40 TO 44 YEARS......	717	370	347	859
45 TO 49 YEARS......	792	379	413	941
50 TO 54 YEARS......	796	397	399	934
55 TO 59 YEARS......	850	432	418	805
60 TO 64 YEARS......	845	400	445	798
65 TO 69 YEARS......	720	335	385	731
70 TO 74 YEARS......	656	277	379	748
75 TO 79 YEARS......	478	201	277	542
80 TO 84 YEARS......	384	162	222	315
85 YEARS AND OVER...	261	88	173	194
UNDER 18 YEARS......	4,610	2,399	2,211	5,365
62 YEARS AND OVER...	2,978	1,298	1,680	3,008
65 YEARS AND OVER...	2,499	1,063	1,436	2,530
MEDIAN AGE..........	36.5	33.8	38.7	34.9

TABLE IX 2
1970 POPULATION

LUCAS COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	10,163	4,848	5,315	10,923
UNDER 1 YEAR........	149	77	72	214
1 YEAR..............	113	60	53	161
2 YEARS.............	138	65	73	192
3 YEARS.............	110	51	59	184
4 YEARS.............	131	65	66	187
5 YEARS.............	178	94	84	185
6 YEARS.............	180	103	77	187
7 YEARS.............	188	98	90	213
8 YEARS.............	176	93	83	187
9 YEARS.............	185	94	91	202
10 YEARS............	204	100	104	182
11 YEARS............	201	87	114	169
12 YEARS............	221	108	113	202
13 YEARS............	182	100	82	188
14 YEARS............	202	99	103	186
15 YEARS............	188	103	85	202
16 YEARS............	200	102	98	174
17 YEARS............	220	109	111	179
18 YEARS............	141	66	75	131
19 YEARS............	99	48	51	93
20 YEARS............	85	41	44	82
21 YEARS AND OVER...	6,672	3,085	3,587	7,223
UNDER 5 YEARS.......	641	318	323	938
5 TO 9 YEARS........	907	482	425	974
10 TO 14 YEARS......	1,010	494	516	927
15 TO 19 YEARS......	848	428	420	779
20 TO 24 YEARS......	420	187	233	430
25 TO 29 YEARS......	505	235	270	520
30 TO 34 YEARS......	478	237	241	570
35 TO 39 YEARS......	531	248	283	615
40 TO 44 YEARS......	556	289	267	622
45 TO 49 YEARS......	579	281	298	666
50 TO 54 YEARS......	602	283	319	684
55 TO 59 YEARS......	608	292	316	673
60 TO 64 YEARS......	630	309	321	584
65 TO 69 YEARS......	574	255	319	618
70 TO 74 YEARS......	451	202	249	528
75 TO 79 YEARS.. ...	382	144	238	409
80 TO 84 YEARS......	253	97	156	235
85 YEARS AND OVER...	188	67	121	151
UNDER 18 YEARS......	3,166	1,608	1,558	3,394
62 YEARS AND OVER...	2,195	939	1,256	2,291
65 YEARS AND OVER...	1,848	765	1,083	1,941
MEDIAN AGE..........	37.6	35.9	39.1	37.6

TABLE IX F
1970 POPULATION

MAHASKA COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	22,177	10,820	11,357	23,602
UNDER 1 YEAR........	317	161	156	438
1 YEAR..............	346	186	160	484
2 YEARS.............	278	147	131	433
3 YEARS.............	331	179	152	436
4 YEARS.............	345	176	169	444
5 YEARS.............	346	198	148	465
6 YEARS.............	328	182	146	433
7 YEARS.............	366	196	170	475
8 YEARS.............	371	186	185	481
9 YEARS.............	375	187	188	448
10 YEARS............	408	208	200	448
11 YEARS............	412	208	204	432
12 YEARS............	385	197	188	467
13 YEARS............	372	206	166	458
14 YEARS............	399	218	181	362
15 YEARS............	412	211	201	399
16 YEARS............	402	197	205	380
17 YEARS............	422	220	202	411
18 YEARS............	472	232	240	307
19 YEARS............	406	223	183	263
20 YEARS............	382	189	193	246
21 YEARS AND OVER...	14,302	6,713	7,589	14,897
UNDER 5 YEARS.......	1,617	849	768	2,235
5 TO 9 YEARS........	1,786	949	837	2,302
10 TO 14 YEARS......	1,976	1,037	939	2,162
15 TO 19 YEARS......	2,114	1,083	1,031	1,760
20 TO 24 YEARS......	1,641	815	826	1,119
25 TO 29 YEARS......	1,166	589	577	1,170
30 TO 34 YEARS......	995	498	497	1,335
35 TO 39 YEARS......	1,005	475	530	1,486
40 TO 44 YEARS......	1,180	569	611	1,398
45 TO 49 YEARS......	1,336	630	706	1,344
50 TO 54 YEARS......	1,323	649	674	1,343
55 TO 59 YEARS......	1,230	572	658	1,251
60 TO 64 YEARS......	1,195	559	636	1,252
65 TO 69 YEARS......	1,039	465	574	1,098
70 TO 74 YEARS......	1,019	432	587	943
75 TO 79 YEARS......	734	306	428	726
80 TO 84 YEARS......	486	208	278	425
85 YEARS AND OVER...	335	135	200	253
UNDER 18 YEARS......	6,615	3,463	3,152	7,889
62 YEARS AND OVER...	4,298	1,854	2,444	4,196
65 YEARS AND OVER...	3,613	1,546	2,067	3,445
MEDIAN AGE..........	34.0	30.9	36.9	33.9

TABLE IX G
1970 POPULATION

MONROE COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	9,357	4,521	4,836	10,463
UNDER 1 YEAR........	114	57	57	193
1 YEAR..............	128	74	54	214
2 YEARS.............	121	63	58	208
3 YEARS.............	116	56	60	189
4 YEARS.............	140	70	70	194
5 YEARS.............	156	78	78	218
6 YEARS.............	170	100	70	189
7 YEARS.............	134	64	70	210
8 YEARS.............	167	71	96	200
9 YEARS.............	187	91	96	200
10 YEARS............	204	108	96	189
11 YEARS............	182	93	89	206
12 YEARS............	200	102	98	204
13 YEARS............	194	90	94	224
14 YEARS............	196	104	92	174
15 YEARS............	196	94	102	200
16 YEARS............	196	99	97	182
17 YEARS............	191	98	93	186
18 YEARS............	156	83	73	126
19 YEARS............	101	48	53	75
20 YEARS............	90	39	51	91
21 YEARS AND OVER...	6,028	2,839	3,189	6,591
UNDER 5 YEARS.......	619	320	299	998
5 TO 9 YEARS........	814	404	410	1,017
10 TO 14 YEARS......	966	497	469	997
15 TO 19 YEARS......	840	422	418	769
20 TO 24 YEARS......	446	212	234	408
25 TO 29 YEARS......	418	210	208	469
30 TO 34 YEARS......	392	181	211	494
35 TO 39 YEARS......	433	217	216	581
40 TO 44 YEARS......	496	234	262	586
45 TO 49 YEARS......	567	264	303	591
50 TO 54 YEARS......	549	261	288	562
55 TO 59 YEARS......	534	250	284	682
60 TO 64 YEARS......	537	278	259	606
65 TO 69 YEARS......	554	241	313	523
70 TO 74 YEARS......	441	216	225	477
75 TO 79 YEARS......	359	163	196	377
80 TO 84 YEARS......	221	86	135	221
85 YEARS AND OVER...	171	65	106	105
UNDER 18 YEARS......	2,982	1,512	1,470	3,580
62 YEARS AND OVER...	2,055	913	1,142	2,066
65 YEARS AND OVER...	1,746	771	975	1,703
MEDIAN AGE..........	37.1	35.3	38.9	35.7

TABLE IX H
1970 POPULATION

VAN BUREN COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	8,643	4,270	4,373	9,778
UNDER 1 YEAR........	110	61	49	188
1 YEAR..............	108	54	54	168
2 YEARS.............	113	56	57	179
3 YEARS.............	132	66	66	162
4 YEARS.............	127	68	59	152
5 YEARS.............	143	80	63	191
6 YEARS.............	152	68	84	167
7 YEARS.............	174	96	78	164
8 YEARS.............	174	77	97	167
9 YEARS.............	157	85	72	182
10 YEARS............	188	97	91	182
11 YEARS............	160	85	75	185
12 YEARS............	167	80	87	212
13 YEARS............	164	85	79	193
14 YEARS............	155	78	77	168
15 YEARS............	165	94	71	166
16 YEARS............	157	89	68	174
17 YEARS............	156	92	64	178
18 YEARS............	121	71	50	122
19 YEARS............	71	31	40	85
20 YEARS............	69	29	40	76
21 YEARS AND OVER...	5,680	2,728	2,952	6,317
UNDER 5 YEARS.......	590	305	285	849
5 TO 9 YEARS........	800	406	394	871
10 TO 14 YEARS......	834	425	409	940
15 TO 19 YEARS......	670	377	293	725
20 TO 24 YEARS......	371	167	204	431
25 TO 29 YEARS......	418	212	206	367
30 TO 34 YEARS......	416	190	226	467
35 TO 39 YEARS......	392	195	197	526
40 TO 44 YEARS......	455	227	228	591
45 TO 49 YEARS......	485	231	254	641
50 TO 54 YEARS......	520	255	265	600
55 TO 59 YEARS......	561	286	275	551
60 TO 64 YEARS......	526	253	273	563
65 TO 69 YEARS......	450	219	231	512
70 TO 74 YEARS......	470	226	244	425
75 TO 79 YEARS.	317	142	175	374
80 TO 84 YEARS......	212	93	119	219
85 YEARS AND OVER...	156	61	95	126
UNDER 18 YEARS......	2,702	1,411	1,291	3,178
62 YEARS AND OVER...	1,905	887	1,018	1,993
65 YEARS AND OVER...	1,605	741	864	1,656
MEDIAN AGE..........	37.8	36.4	39.3	37.3

TABLE IX I

1970 POPULATION

WAPELLO COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	42,149	19,949	22,200	46,126
UNDER 1 YEAR........	634	338	296	962
1 YEAR.............	594	305	289	944
2 YEARS.............	556	278	278	892
3 YEARS.............	585	302	293	932
4 YEARS.............	646	328	318	974
5 YEARS.............	674	325	349	1,035
6 YEARS.............	723	381	342	990
7 YEARS.............	807	403	404	943
8 YEARS.............	797	433	364	961
9 YEARS.............	805	397	408	921
10 YEARS............	877	417	460	918
11 YEARS............	808	430	378	908
12 YEARS............	800	409	391	882
13 YEARS............	848	433	415	945
14 YEARS............	822	401	421	697
15 YEARS............	925	489	436	711
16 YEARS............	864	414	450	732
17 YEARS............	826	425	401	728
18 YEARS............	739	357	382	557
19 YEARS............	644	289	355	489
20 YEARS............	492	209	283	473
21 YEARS AND OVER...	26,683	12,186	14,497	28,532
UNDER 5 YEARS.......	3,015	1,551	1,464	4,704
5 TO 9 YEARS........	3,806	1,939	1,867	4,850
10 TO 14 YEARS......	4,155	2,090	2,065	4,350
15 TO 19 YEARS......	3,998	1,974	2,024	3,217
20 TO 24 YEARS......	2,345	1,025	1,320	2,134
25 TO 29 YEARS......	2,246	1,108	1,138	2,472
30 TO 34 YEARS......	1,950	912	1,038	2,690
35 TO 39 YEARS......	2,145	998	1,147	2,906
40 TO 44 YEARS......	2,357	1,140	1,217	2,902
45 TO 49 YEARS......	2,520	1,202	1,318	2,857
50 TO 54 YEARS......	2,547	1,213	1,334	2,763
55 TO 59 YEARS......	2,476	1,172	1,304	2,456
60 TO 64 YEARS......	2,407	1,127	1,280	2,188
65 TO 69 YEARS......	1,963	888	1,075	1,872
70 TO 74 YEARS......	1,622	664	958	1,606
75 TO 79 YEARS	1,197	452	745	1,116
80 TO 34 YEARS......	816	286	530	615
85 YEARS AND OVER...	584	208	376	428
UNDER 18 YEARS......	13,591	6,908	6,683	16,075
62 YEARS AND OVER...	7,606	3,155	4,451	6,949
65 YEARS AND OVER...	6,182	2,498	3,684	5,637
MEDIAN AGE..........	33.9	31.6	35.8	32.5

TABLE IX J

1970 POPULATION

WAYNE COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	8,405	4,115	4,290	9,800
UNDER 1 YEAR........	106	64	42	170
1 YEAR..............	90	43	47	157
2 YEARS.............	88	55	33	160
3 YEARS.............	92	53	39	150
4 YEARS.............	108	65	43	164
5 YEARS.............	106	59	47	166
6 YEARS.............	129	64	65	157
7 YEARS.............	108	60	48	165
8 YEARS.............	128	59	69	157
9 YEARS.............	123	58	65	173
10 YEARS............	159	76	83	174
11 YEARS............	147	78	69	168
12 YEARS............	141	69	72	152
13 YEARS............	152	79	73	175
14 YEARS............	154	87	67	142
15 YEARS............	161	80	81	165
16 YEARS............	152	81	71	157
17 YEARS............	162	95	67	168
18 YEARS............	119	64	55	97
19 YEARS............	82	53	29	77
20 YEARS............	76	35	41	59
21 YEARS AND OVER...	5,822	2,738	3,084	6,647
UNDER 5 YEARS.......	484	280	204	801
5 TO 9 YEARS........	594	300	294	818
10 TO 14 YEARS......	753	389	364	811
15 TO 19 YEARS......	676	373	303	664
20 TO 24 YEARS......	370	183	187	346
25 TO 29 YEARS......	320	144	176	408
30 TO 34 YEARS......	330	166	164	513
35 TO 39 YEARS......	371	160	211	523
40 TO 44 YEARS......	474	234	240	574
45 TO 49 YEARS......	517	260	257	591
50 TO 54 YEARS......	573	266	307	618
55 TO 59 YEARS......	559	273	286	627
60 TO 64 YEARS......	542	259	283	632
65 TO 69 YEARS......	563	274	289	584
70 TO 74 YEARS......	502	219	283	526
75 TO 79 YEARS......	373	166	207	362
80 TO 34 YEARS......	249	105	144	234
85 YEARS AND OVER...	155	64	91	168
UNDER 18 YEARS......	2,306	1,225	1,081	2,920
62 YEARS AND OVER...	2,150	974	1,176	2,253
65 YEARS AND OVER...	1,842	828	1,014	1,874
MEDIAN AGE..........	43.2	41.3	45.0	40.1

TABLE IX A
1970 POPULATION

DES MOINES COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	46,982	22,328	24,654	44,605
UNDER 1 YEAR........	795	382	413	913
1 YEAR..............	743	389	354	977
2 YEARS.............	783	394	389	931
3 YEARS.............	784	423	361	911
4 YEARS.............	796	421	375	930
5 YEARS.............	886	440	446	956
6 YEARS.............	963	492	471	924
7 YEARS.............	919	479	440	981
8 YEARS.............	933	449	484	866
9 YEARS.............	913	450	463	861
10 YEARS............	954	474	480	874
11 YEARS............	892	450	442	856
12 YEARS............	882	445	437	856
13 YEARS............	941	473	468	913
14 YEARS............	911	467	444	586
15 YEARS............	916	479	437	649
16 YEARS............	859	411	448	679
17 YEARS............	879	415	464	728
18 YEARS............	743	381	362	582
19 YEARS............	713	327	386	460
20 YEARS............	658	251	407	452
21 YEARS AND OVER...	29,119	13,436	15,683	27,720
UNDER 5 YEARS.......	3,901	2,009	1,892	4,662
5 TO 9 YEARS........	4,614	2,310	2,304	4,588
10 TO 14 YEARS......	4,580	2,309	2,271	4,085
15 TO 19 YEARS......	4,110	2,013	2,097	3,098
20 TO 24 YEARS......	3,285	1,378	1,907	2,210
25 TO 29 YEARS......	2,976	1,477	1,499	2,427
30 TO 34 YEARS......	2,381	1,205	1,176	2,855
35 TO 39 YEARS......	2,365	1,119	1,246	3,009
40 TO 44 YEARS......	2,642	1,251	1,391	2,682
45 TO 49 YEARS......	2,912	1,412	1,500	2,507
50 TO 54 YEARS......	2,550	1,235	1,315	2,417
55 TO 59 YEARS......	2,280	1,078	1,202	2,310
60 TO 64 YEARS......	2,194	1,025	1,169	2,265
65 TO 69 YEARS......	1,851	796	1,055	1,924
70 TO 74 YEARS......	1,701	710	991	1,547
75 TO 79 YEARS......	1,288	501	787	1,005
80 TO 84 YEARS......	806	314	492	615
85 YEARS AND OVER...	546	186	360	399
UNDER 18 YEARS......	15,749	7,933	7,816	15,391
62 YEARS AND OVER...	7,498	3,115	4,383	6,849
65 YEARS AND OVER...	6,192	2,507	3,685	5,490
MEDIAN AGE..........	30.1	28.9	31.5	32.2

TABLE IX B
1970 POPULATION

HENRY COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	18,114	8,852	9,262	18,187
UNDER 1 YEAR........	297	156	141	311
1 YEAR..............	281	130	151	326
2 YEARS.............	248	123	125	309
3 YEARS.............	260	136	124	309
4 YEARS.............	266	133	133	302
5 YEARS.............	293	141	152	340
6 YEARS.............	341	161	180	297
7 YEARS.............	313	147	166	310
8 YEARS.............	348	192	156	313
9 YEARS.............	308	151	157	329
10 YEARS............	321	182	139	342
11 YEARS............	349	176	173	317
12 YEARS............	339	176	163	350
13 YEARS............	344	175	169	333
14 YEARS............	339	177	162	266
15 YEARS............	347	180	167	271
16 YEARS............	360	187	173	285
17 YEARS............	345	173	172	312
18 YEARS............	357	190	167	320
19 YEARS............	385	208	177	295
20 YEARS............	347	183	164	223
21 YEARS AND OVER...	11,326	5,375	5,951	11,727
UNDER 5 YEARS.......	1,352	678	674	1,557
5 TO 9 YEARS........	1,603	792	811	1,589
10 TO 14 YEARS......	1,692	886	806	1,608
15 TO 19 YEARS......	1,794	938	856	1,483
20 TO 24 YEARS......	1,401	719	682	947
25 TO 29 YEARS......	1,116	570	546	849
30 TO 34 YEARS......	910	478	432	910
35 TO 39 YEARS......	825	394	431	981
40 TO 44 YEARS......	920	433	487	1,145
45 TO 49 YEARS......	985	494	491	1,086
50 TO 54 YEARS......	1,029	458	571	1,081
55 TO 59 YEARS......	977	459	518	1,003
60 TO 64 YEARS......	914	436	478	973
65 TO 69 YEARS......	779	374	405	932
70 TO 74 YEARS......	675	308	367	838
75 TO 79 YEARS......	532	220	312	568
80 TO 84 YEARS......	362	126	236	392
85 YEARS AND OVER...	248	89	159	245
UNDER 18 YEARS......	5,699	2,896	2,803	5,622
62 YEARS AND OVER...	3,136	1,363	1,773	3,558
65 YEARS AND OVER...	2,596	1,117	1,479	2,975
MEDIAN AGE..........	30.5	28.6	33.0	35.8

TABLE IX C
1970 POPULATION

LEE COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	42,996	21,098	21,898	44,207
UNDER 1 YEAR........	670	311	359	874
1 YEAR..............	665	344	321	875
2 YEARS.............	611	339	272	941
3 YEARS.............	694	371	323	915
4 YEARS.............	771	426	345	963
5 YEARS.............	811	436	375	878
6 YEARS.............	797	406	391	906
7 YEARS.............	823	422	401	936
8 YEARS.............	852	455	397	920
9 YEARS.............	833	404	429	897
10 YEARS............	881	475	406	829
11 YEARS............	828	441	387	842
12 YEARS............	854	451	403	913
13 YEARS............	841	424	417	909
14 YEARS............	893	458	435	668
15 YEARS............	885	462	423	667
16 YEARS............	876	463	413	735
17 YEARS............	887	464	423	718
18 YEARS............	771	386	385	545
19 YEARS............	583	269	314	445
20 YEARS............	547	275	272	416
21 YEARS AND OVER...	26,623	12,616	14,007	27,415
UNDER 5 YEARS.......	3,411	1,791	1,620	4,568
5 TO 9 YEARS........	4,116	2,123	1,993	4,537
10 TO 14 YEARS......	4,297	2,249	2,048	4,161
15 TO 19 YEARS......	4,002	2,044	1,958	3,110
20 TO 24 YEARS......	2,697	1,307	1,390	2,037
25 TO 29 YEARS......	2,576	1,321	1,255	2,276
30 TO 34 YEARS......	2,282	1,210	1,072	2,704
35 TO 39 YEARS......	2,146	1,079	1,067	2,996
40 TO 44 YEARS......	2,469	1,216	1,253	2,858
45 TO 49 YEARS......	2,649	1,278	1,371	2,692
50 TO 54 YEARS......	2,516	1,252	1,264	2,534
55 TO 59 YEARS......	2,258	1,066	1,192	2,334
60 TO 64 YEARS......	2,093	956	1,137	2,013
65 TO 69 YEARS......	1,796	804	992	1,944
70 TO 74 YEARS......	1,473	607	866	1,519
75 TO 79 YEARS......	1,133	434	699	1,013
80 TO 84 YEARS......	660	231	429	591
85 YEARS AND OVER...	422	130	292	320
UNDER 18 YEARS......	14,472	7,552	6,920	15,386
62 YEARS AND OVER...	6,672	2,733	3,939	6,594
65 YEARS AND OVER...	5,484	2,206	3,278	5,387
MEDIAN AGE.........	30.9	28.9	33.2	32.6

TABLE IX D

1970 POPULATION

LOUISA COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES............	10,682	5,252	5,430	10,290
UNDER 1 YEAR........	151	82	69	198
1 YEAR..............	190	97	93	214
2 YEARS.............	170	71	99	190
3 YEARS.............	180	94	86	196
4 YEARS.............	190	99	91	215
5 YEARS.............	205	99	106	216
6 YEARS.............	235	119	116	217
7 YEARS.............	215	113	102	228
8 YEARS.............	206	113	93	220
9 YEARS.............	223	119	104	201
10 YEARS............	223	110	113	209
11 YEARS............	221	114	107	216
12 YEARS............	213	108	105	223
13 YEARS............	211	106	105	205
14 YEARS............	237	110	127	180
15 YEARS............	206	105	101	179
16 YEARS............	222	106	116	182
17 YEARS............	256	128	128	180
18 YEARS............	184	110	74	132
19 YEARS............	129	65	64	71
20 YEARS............	107	48	59	98
21 YEARS AND OVER...	6,508	3,136	3,372	6,320
UNDER 5 YEARS.......	881	443	438	1,013
5 TO 9 YEARS........	1,084	563	521	1,082
10 TO 14 YEARS......	1,105	548	557	1,033
15 TO 19 YEARS......	997	514	483	744
20 TO 24 YEARS......	562	238	324	484
25 TO 29 YEARS......	602	293	309	523
30 TO 34 YEARS......	597	303	294	563
35 TO 39 YEARS......	549	273	276	597
40 TO 44 YEARS......	584	294	290	557
45 TO 49 YEARS......	569	259	310	614
50 TO 54 YEARS......	537	280	257	612
55 TO 59 YEARS......	584	296	288	565
60 TO 64 YEARS......	530	263	267	526
65 TO 69 YEARS......	475	233	242	456
70 TO 74 YEARS......	432	205	227	385
75 TO 79 YEARS......	288	124	164	267
80 TO 84 YEARS......	175	74	101	173
85 YEARS AND OVER...	131	49	82	96
UNDER 18 YEARS......	3,754	1,893	1,861	3,669
[illegible] AND OVER...	1,836	846	990	1,692
65 YEARS AND OVER...	1,501	685	816	1,377
MEDIAN AGE..........	30.9	30.4	31.4	32.4

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TABLE X
POPULATION SUMMARY
1970 vs 1960
AREA 1

COUNTY	1970 POPULATION	1960 POPULATION	POPUL. DIFFERENCE	POPUL. % CHG.	MIGRATION	% MIGRATION
ALLAMAKEE	14,968	15,982	- 1,014	- 6.3	- 2,281	-14.3
CHICKASAW	14,969	15,034	- 65	- 0.4	- 1,638	-10.9
CLAYTON	20,606	21,962	- 1,356	- 6.2	- 2,451	-11.2
DELAWARE	18,770	18,483	+ 287	+ 1.6	- 1,873	-10.1
DUBUQUE	90,609	80,048	+10,561	+13.2	- 2,214	- 2.8
FAYETTE	26,898	28,581	- 1,683	- 5.9	- 3,670	-12.8
HOWARD	11,442	12,734	- 1,292	-10.1	- 1,939	-15.2
WINNESHEIK	21,758	21,651	+ 107	+ 0.5	- 1,735	- 8.0
AREA TOTAL	220,020	214,475	+ 5,545	+ 2.6	-17,801	- 8.3
STATE TOTAL	2,825,041	2,757,537	+67,504	+ 2.4	-182,927	- 6.6

TABLE X

POPULATION SUMMARY 1970 vs 1960 AREA 2						
COUNTY	1970 POPULATION	1960 POPULATION	POPUL. DIFFERENCE	POPUL. % CHG.	MIGRATION	% MIGRATION
CERRO GORDO	49,223	49,894	- 671	- 1.3	- 4,314	- 8.6
FLOYD	19,860	21,102	- 1,242	- 5.9	- 3,179	-15.1
FRANKLIN	13,255	15,472	- 2,217	-14.3	- 2,984	-19.3
HANCOCK	13,492	14,604	- 1,112	- 7.6	- 2,144	-14.7
MITCHELL	13,108	14,043	- 935	- 6.7	- 2,085	-14.8
WINNEBAGO	12,990	13,099	- 109	- 0.8	- 763	- 5.8
WORTH	8,968	10,259	- 1,291	-12.6	- 1,520	-14.8
TOTAL	130,896	138,473	-7577	- 5.5	-16,989	-12.3
STATE TOTAL	2,825,041	2,757,537	+67,504	+ 2.4	-182,927	- 6.6

LE X

POPULATION SUMMARY
1970 vs 1960
AREA 3

COUNTY	1970 POPULATION	1960 POPULATION	POPUL. DIFFERENCE	POPUL. % CHG.	MIGRATION	% MIGRATION
CLAY	18,464	18,504	- 40	- 0.2	- 1,429	- 7.7
DICKINSON	12,565	12,574	- 9	- 0.1	- 638	- 5.1
EMMET	14,009	14,871	- 862	- 5.8	- 1,982	-13.3
KOSSUTH	22,937	25,314	- 2,377	-13.8	- 4,896	-19.3
PALO ALTO	13,289	14,736	- 1,447	-15.8	- 2,503	-17.0
AREA TOTALS	81,264	85,999	- 4,735	- 5.5	-11,448	-13.3
STATE TOTALS	2,825,041	2,757,537	+67,504	+ 2.4	-182,927	- 6.6

TABLE X

POPULATION SUMMARY
1970 vs 1960
AREA 4

COUNTY	1970 POPULATION	1960 POPULATION	POPUL. DIFFERENCE	POPUL. %. CHG.	MIGRATION	% MIGRATION
CHEROKEE	17,269	18,598	- 1,329	- 7.1	- 2,667	-14.3
LYON	13,340	14,468	- 1,128	- 7.8	- 2,442	-16.9
OBRIEN	17,522	18,840	- 1,318	- 7.0	- 2,731	-14.5
OSCEOLA	8,555	10,064	- 1,509	-15.0	- 2,390	-23.7
SIOUX	27,996	26,375	+ 1,621	+ 6.1	- 1,122	- 4.3
AREA TOTAL	84,682	88,345	- 3,663	- 4.1	-11,352	-12.8
STATE TOTAL	2,825,041	2,757,537	+67,504	+ 2.4	-182,927	- 6.6

TABLE X

POPULATION SUMMARY
1970 vs 1960
AREA 5

COUNTY	1970 POPULATION	1960 POPULATION	POPUL. DIFFERENCE	POPUL. % CHG.	MIGRATION	% MIGRATION
BUENA VISTA	20,693	21,189	- 496	- 2.3	- 1,572	- 7.4
CALHOUN	14,287	15,923	- 1,636	-10.3	- 2,264	-14.2
GREENE	12,716	14,379	- 1,663	-11.6	- 2,318	-16.1
HAMILTON	18,383	20,032	- 1,649	- 8.2	- 2,822	-14.1
HUMBOLDT	12,519	13,156	- 637	- 4.8	- 1,448	-11.0
SAC	15,573	17,007	- 1,434	- 8.4	- 2,243	-13.2
WEBSTER	48,391	47,810	+ 581	+ 1.2	- 4,310	- 9.0
WRIGHT	17,294	19,447	- 2,153	-11.1	- 2,954	-15.2
POCAHONTAS	12,757	14,234	- 1,505	-10.4	- 2,566	-18.0
AREA TOTAL	172,613	183,177	-10,592	- 5.8	-22,497	-12.3
STATE TOTALS	2,825,041	2,757,537	+67,504	+ 2.4	-182,927	- 6.6

TABLE X

POPULATION SUMMARY
1970 vs 1960
AREA 6

COUNTY	1970 POPULATION	1960 POPULATION	POPUL. DIFFERENCE	POPUL. %.CHG.	MIGRATION	% MIGRATION
GRUNDY	14,119	14,132	- 13	- 0.1	- 998	- 7.1
HARDIN	22,248	22,533	- 285	- 1.3	- 1,183	- 5.3
MARSHALL	41,076	37,984	+ 3,092	+ 8.1	- 200	- 0.5
POWESHIEK	18,803	19,300	- 497	- 2.6	- 1,673	- 8.7
TAMA	20,147	21,413	- 1,266	- 5.9	- 2,263	-10.6
TOTAL	116,393	115,362	+ 1,031	+ 0.9	- 6,317	- 5.5
STATE TOTAL	2,825,041	2,757,537	+67,504	+ 2.4	-182,927	- 6.6

TABLE X

POPULATION SUMMARY
1970 vs 1960
AREA 7

COUNTY	1970 POPULATION	1960 POPULATION	POPUL. DIFFERENCE	POPUL. % CHG.	MIGRATION	% MIGRATION
BLACKHAWK	132,916	122,482	+10,434	+ 8.5	- 7,394	- 6.0
BREMER	22,737	21,108	+ 1,629	+ 7.7	- 502	- 2.4
BUCHANAN	21,746	22,293	- 547	- 2.5	- 2,890	-13.0
BUTLER	16,953	17,467	- 514	- 2.9	- 1,628	- 9.3
GRUNDY	14,119	14,132	- 13	- 0.1	- 998	- 7.1
TAMA	20,147	21,413	- 1,266	- 5.9	- 2,263	-10.6
TOTAL	228,618	218,895	+ 9,723	+ 4.4	-15,675	- 7.2
STATE TOTALS	2,825,041	2,757,537	+67,504	+ 2.4	-182,927	- 6.6

TABLE X

POPULATION SUMMARY
1970 vs 1960
AREA 9

COUNTY	1970 POPULATION	1960 POPULATION	POPUL. DIFFERENCE	POPUL. % CHG.	MIGRATION	% MIGRATION
CLINTON	56,749	55,060	+ 1,689	+ 3.1	- 3,362	- 6.1
JACKSON	20,839	20,754	+ 85	+ 0.4	- 2,483	-12.0
LOUISA	10,682	10,290	+ 392	+ 3.8	- 208	- 2.0
MUSCATINE	37,181	33,840	+ 3,341	+ 9.9	+ 258	+ 0.8
SCOTT	142,687	119,067	+23,620	+19.8	+ 6,653	+ 5.6
TOTAL	268,138	239,011	+29,127	+12.2	+ 858	+ 0.4
STATE TOTALS	2,825,041	2,757,537	+67,504	+ 2.4	-182,927	- 6.6

TAB[illegible]X

POPULATION SUMMARY
1970 vs 1960
AREA 10

COUNTY	1970 POPULATION	1960 POPULATION	POPUL. DIFFERENCE	POPUL. % CHG.	MIGRATION	% MIGRATION
BENTON	22,885	23,422	- 537	- 2.3	- 2,105	- 9.0
CEDAR	17,655	17,791	- 136	- 0.8	- 1,266	- 7.1
IOWA	15,419	16,396	- 977	- 6.0	- 2,009	-12.3
JOHNSON	72,127	53,663	+18,464	+34.4	+ 7,920	+14.8
JONES	19,868	20,693	- 825	- 4.0	- 2,532	-12.2
LINN	163,213	136,899	+26,314	+19.2	+ 4,279	+ 3.1
WASHINGTON	18,967	19,406	- 439	- 2.3	- 1,604	- 8.3
AREA TOTALS	330,134	288,270	+41,864	+14.5	+ 2,683	+ 0.9
STATE TOTALS	2,825,041	2,757,537	+67,504	+ 2.4	-182,927	- 6.6

TABLE X

POPULATION SUMMARY
1970 vs 1960
AREA 11

COUNTY	1970 POPULATION	1960 POPULATION	POPUL. DIFFERENCE	POPUL. % CHG.	MIGRATION	% MIGRATION
AUDUBON	9,595	10,919	- 1,324	-12.1	- 1,883	-17.2
BOONE	26,470	28,037	- 1,567	- 5.6	- 2,394	- 8.5
CARROLL	22,912	23,431	- 519	- 2.2	- 3,495	-14.9
DALLAS	26,085	24,123	+ 1,962	+ 8.1	+ 568	+ 2.4
GUTHRIE	12,243	13,607	- 1,364	-10.0	- 1,688	-12.4
JASPER	35,425	35,282	+ 143	+ 0.4	- 2,479	- 7.0
MADISON	11,558	12,295	- 737	- 6.0	- 910	- 7.4
MARION	26,352	25,886	+ 466	+ 1.8	- 1,013	- 3.9
POLK	286,101	266,315	+19,786	+ 7.4	-11,056	- 4.2
STORY	62,783	49,327	+13,456	+27.3	+ 5,917	+12.0
WARREN	27,432	20,829	+ 6,603	+31.7	+ 3,935	+18.9
AREA TOTALS	546,956	510,051	+36,905	+ 7.2	-14,498	- 2.8
STATE TOTALS	2,825,041	2,757,537	+67,504	+ 2.4	-182,927	- 6.6

TAB X

POPULATION SUMMARY
1970 vs 1960
AREA 12

COUNTY	1970 POPULATION	1960 POPULATION	POPUL. DIFFERENCE	POPUL. % CHG.	MIGRATION	% MIGRATION
CHEROKEE	17,269	18,598	- 1,329	- 7.1	- 2,667	-14.3
CRAWFORD	18,780	18,569	+ 211	+ 1.1	- 1,061	- 5.7
IDA	9,190	10,269	- 1,079	-10.5	- 1,305	-12.7
MONONA	12,069	13,916	- 1,847	-13.3	- 2,132	-15.3
PLYMOUTH	24,312	23,906	+ 406	+ 1.7	- 1,695	- 7.1
WOODBURY	103,052	107,849	- 4,797	- 4.4	-15,260	-14.1
TOTAL	184,672	193,107	- 8,435	- 4.4	-24,120	-12.5
STATE TOTALS	2,825,041	2,757,537	+67,504	+ 2.4	-182,927	- 6.6

TABLE X

POPULATION SUMMARY
1970 vs 1960
AREA 13

COUNTY	1970 POPULATION	1960 POPULATION	POPUL. DIFFERENCE	POPUL. % CHG.	MIGRATION	% MIGRATION
CASS	17,007	17,919	- 912	- 5.1	- 1,740	- 9.7
FREMONT	9,282	10,282	- 1,000	- 9.7	- 1,113	-10.8
HARRISON	16,240	17,600	- 1,360	- 7.7	- 1,961	-11.1
MILLS	11,606	13,050	- 1,444	-11.1	- 1,791	-13.7
PAGE	18,507	21,023	- 2,516	-12.0	- 2,880	-13.4
POTTAWATAMIE	86,991	83,102	+ 3,889	+ 4.7	- 6,833	- 8.2
SHELBY	15,528	15,825	- 297	- 1.9	- 1,730	-10.9
TOTAL	175,161	178,801	- 3,640	-2.0	-18,048	-10.1
STATE TOTALS	2,825,041	2,757,537	+67,504	+ 2.4	-182,927	- 6.6

TABLE X

POPULATION SUMMARY
1970 vs 1960
AREA 14

COUNTY	1970 POPULATION	1960 POPULATION	POPUL. DIFFERENCE	POPUL. % CHG.	MIGRATION	% MIGRATION
ADAIR	9,487	10,893	- 1,406	-12.9	- 1,751	-16.1
ADAMS	6,322	7,468	- 1,146	-15.3	- 1,275	-17.1
CLARKE	7,581	8,222	- 641	- 7.8	- 613	- 7.5
DECATUR	9,737	10,539	- 802	- 7.6	- 723	- 6.9
MONTGOMERY	12,781	14,467	- 1,686	-11.7	- 1,686	-11.7
RINGGOLD	6,373	7,910	- 1,537	-19.4	- 1,435	-18.1
TAYLOR	8,790	10,288	- 1,498	-14.6	- 1,221	-11.9
UNION	13,557	13,712	- 155	- 1.1	- 401	- 2.9
TOTAL	74,628	83,499	- 8,871	-10.6	- 9,105	-10.9
STATE TOTAL	2,825,041	2,757,537	+67,504	+ 2.4	-182,927	- 6.6

TABLE X

POPULATION SUMMARY
1970 vs 1960
AREA 15

COUNTY	1970 POPULATION	1960 POPULATION	POPUL. DIFFERENCE	POPUL. % CHG.	MIGRATION	% MIGRATION
APPANOOSE	15,007	16,015	- 1,008	- 6.3	- 1,241	- 7.7
DAVIS	8,207	9,199	- 992	-10.8	- 1,154	-12.5
JEFFERSON	15,774	15,818	- 44	- 0.3	- 1,189	- 7.5
KEOKUK	13,943	15,492	- 1,549	-10.0	- 1,889	-12.2
LUCAS	10,163	10,923	- 760	- 7.0	- 701	- 6.4
MAHASKA	22,177	23,602	- 1,425	- 6.0	- 2,138	- 9.1
MONROE	9,357	10,463	- 1,106	-10.6	- 1,199	-11.5
VAN BUREN	8,643	9,778	- 1,135	-11.6	- 1,257	-12.9
WAPELLO	42,149	46,126	- 3,977	- 8.6	- 6,347	-13.8
WAYNE	8,405	9,800	- 1,395	-14.2	- 1,117	-11.4
AREA TOTALS	153,825	167,216	-13,391	- 8.0	-18,232	-10.9
STATE TOTALS	2,825,041	2,757,537	+67,504	+ 2.4	-182,927	- 6.6

TABLE X

POPULATION SUMMARY
1970 vs 1960
AREA 16

COUNTY	1970 POPULATION	1960 POPULATION	POPUL. DIFFERENCE	POPUL. % CHG.	MIGRATION	% MIGRATION
DES MOINES	46,982	44,605	+ 2,377	+ 5.3	- 1,627	- 3.6
HENRY	18,114	18,187	- 73	- 0.4	- 730	- 4.0
LEE	42,996	44,207	- 1,211	- 2.7	- 3,890	- 8.8
LOUISA	10,682	10,290	+ 392	+ 3.8	- 208	- 2.0
AREA TOTALS	118,774	117,289	+ 1,485	+ 1.3	- 6,455	- 5.5
STATE TOTALS	2,825,041	2,757,537	+67,504	+ 2.4	-182,927	- 6.6

That amounted to 8.3% of the 1960 population of the eight county area while the state lost 6.6% to other states or other countries. This is especially striking in light of the fact that the population of the area showed a net increase of 5,545 in the same decade. The difference obviously is in the fact that the birth rate exceeded net migration and death rates.

Once again, within-area differences provide interesting insights into the trends existing in the population characteristics of Area I. Three counties enjoyed a population growth while five counties declined in population in the decade between 1960 and 1970. Winneshiek gained 107 persons. Delaware increased by 287 persons, and Dubuque added 10,561 people to its population between 1960 and 1970. However, Chickasaw had a net loss of 65 persons; Allamakee lost 1,014; Howard lost 1,292; Clayton lost 1,356 and Fayette suffered a net loss of 1,683 persons in the same ten year period. There is no question that there is a trend for rural counties to lose population while those counties which have larger communities tend to increase in population.

The factor of out-migration by county is further substantiation of this phenomenon. Dubuque county, the urban center for Area I, had an out-migration of only 2.8%, while Howard and Allamakee counties both of which are largely rural, had losses due to migration in excess of 14%.

The area total migration is based on the addition of the county migration figures. As such, it would yield a higher number than is the actual migration out of the area. There is a substantial movement within Area I, and the scope and nature of such intra-area migration is beyond the resources of this study. However, there is undoubtedly a tendency for movement out of Area I. Many of the other population characteristics of Area I are very similar to the State of Iowa as a whole. There is, therefore, reason to believe that this tendency to resemble the rest of the state exists in the phenomenon of migration as well.

Within the State of Iowa, there is a difference among the 15 merged areas concerning population statistics. The same statistical limitations concerning migration exist in other area data as exist in the Area I totals; intra-area migration has not been accounted for. However, a tentative comparison among merged areas is possible since the error is the same, most likely in the same direction, in each of the fifteen areas.

Areas IX and X show positive migration tendencies; the others exhibit out-migration between 1960 and 1970.

Net population change for each area, labeled "Population Difference" on Table XI, shows that Areas I, VI, VII, IX, X, XI, and XVI experienced a population increase, while the others lost population between 1960 and 1970. The losses were most pronounced in Areas XIV and XV, where 10.6% and 8.0% respectively, were lost. Areas IX and X showed population increases of 12.2% and 14.5% respectively.

The trend from rural to urban is true state-wide. According to the Iowa Development Commission[5], in 1950, 47.7% of the population of Iowa was

The most important disclosure of this table is that Area II suffered an approximate net out-migration of 16,989 persons between 1960 and 1970. That amounted to 12.3% of the 1960 population of the seven county area while the state lost 6.6% to other states or other countries. This is especially striking in light of the fact that the population of the area showed a net population decrease of 7577 in the same decade. The difference obviously is in the fact that the birth rate exceeded net migration and death rates.

Once again, within-area differences provide interesting insights into the trends existing in the population characteristics of Area II. All counties declined in population in the decade between 1960 and 1970.

The factor of out-migration by counties is further substantiation of the phenomenon of rural county decrease. Cerro Gordo county, the urban center for Area II, had an out-migration of only 8.6%, while Franklin, Floyd, Worth, Mitchell, and Hancock counties all of which are largely rural, had losses due to migration in excess of 14.7%. Winnebago, probably because of the growth of a single industry, lost only 5.8%.

The area total migration is based on the addition of the county migration figures. As such, it would yield a higher number than is the actual migration out of the area. There is a substantial movement within Area II, and the scope and nature of such intra-area migration is beyond the resources of this study. However, there is undoubtedly a tendency for movement out of Area II. Many of the other population characteristics of Area II are not dissimilar from the State of Iowa as a whole. There is, therefore, reason to believe that this tendency to resemble the rest of the state exists in the phenomenon of migration as well.

Within the State of Iowa, there is a difference among the 15 merged areas concerning population statistics. The same statistical limitations concerning migration exist in other area data as exist in the Area totals; intra-area migration has not been accounted for. However, a tentative comparison among merged areas is possible since the error is the same, most likely in the same direction, in each of the fifteen areas.

Areas IX and X show positive migration tendencies; the others exhibit out-migration between 1960 and 1970.

Net population change for each area, labeled "Population Difference" on Table XI, shows that Areas I, VI, VII, IX, X, XI, and XVI experienced a population increase, while the others lost population between 1960 and 1970. The losses were most pronounced in Areas XIV and XV, where 10.6% and 8.0% respectively, were lost. Areas IX and X showed population increases of 12.2% and 14.5% respectively.

The trend from rural to urban is generally true state-wide. According to the Iowa Development Commission[5], in 1950 47.7% of the population of Iowa

That amounted to 13.3% of the 1960 population of the five county area while the state lost 6.6% to other states or other countries. This is especially striking in light of the fact that the population of the area showed a net decrease of only 5.5% in the same decade. The difference obviously is in the fact that the birth rate exceeded net migration and death rates.

Once again, within-area differences provide interesting insights into the trends existing in the population characteristics of Area III. All counties declined in population in the decade between 1960 and 1970. Dickinson had a net loss of nine persons; Clay lost 40; Emmet lost 862; Palo Alto lost 1447 and Kossuth suffered a net loss of 2377 persons in the same ten year period. There is no question that there is a trend for rural counties to lost population while those counties which have larger communities tend to increase in population, or at least lose fewer.

The factor of out-migration by counties is further substantiation of this phenomenon. Dickinson and Clay counties, the least rural in Area III, had an out-migration of less than 1%, while the other three counties, all of which are largely rural, had losses due to migration in excess of 5.8%.

The area total migration is based on the addition of the county migration figures. As such, it would yield a higher number than is the actual migration out of the area. There is a substantial movement within Area III, and the scope and nature of such intra-area migration is beyond the resources of this study. However, there is undoubtedly a tendency for movement out of Area III. Many of the other population characteristics of Area III are similar to the State of Iowa as a whole. There is, therefore, reason to believe that this tendency to resemble the rest of the state exists in the phenomenon of migration as well.

Within the State of Iowa, there is a difference among the 15 merged areas concerning population statistics. The same statistical limitations concerning migration exist in other area data as exist in the Area III totals; intra-area migration has not been accounted for. However, a tentative comparison among merged areas is possible since the error is the same, most likely in the same direction, in each of the fifteen areas.

Areas IX and X show positive migration tendencies; the others exhibit out-migration between 1960 and 1970.

Net population change for each area, labeled "Population Difference" on Table XI, shows that Areas I, VI, VII, IX, X, XI, and XVI experienced a population increase, while the others lost population between 1960 and 1970. The losses were most pronounced in Areas XIV and XV, where 10.6% and 8.0% respectively, were lost. Areas IX and X showed population increases of 12.2% and 14.5% respectively.

The trend from rural to urban is generally true state-wide. According to the Iowa Development Commission[5], in 1950 47.7% of the population of Iowa was

The most important disclosure of this table is that Area IV suffered an approximate net out-migration of 11,352 persons between 1960 and 1970. That amounted to 12.8% of the 1960 population of the five county area while the state lost 6.6% to other states or other countries. This is especially striking in light of the fact that the population of the area showed a net decrease of only 3663 in the same decade. The difference obviously is in the fact that the birth rate exceeded net migration and death rates.

Once again, within-area differences provide interesting insights into the trends existing in the population characteristics of Area IV. Sioux county enjoyed a population growth while the other counties declined in population in the decade between 1960 and 1970. Sioux gained 1621 persons. However, Lyon, had a net loss of 1128 persons; O'Brien lost 1318; Cherokee lost 1329; and Osceola suffered a net loss of 1509 persons in the same ten year period. There is no question that there is a trend for rural counties to lost population while those counties which have larger communities tend to increase in population.

The factor of out-migration by counties is further substantiation of this phenomenon. Sioux county, the population center for Area IV, had an out-migration of only 4.3%, while the other counties all of which are largely rural, had losses due to migration in excess of 14.3%.

The area total migration is based on the addition of the county migration figures. As such, it would yield a higher number than is the actual migration out of the area. There is a substantial movement within Area IV, and the scope and nature of such intra-area migration is beyond the resources of this study. However, there is undoubtedly a tendency for movement out of Area IV. Many of the other population characteristics of Area IV are very similar to the State of Iowa as a whole. There is, therefore, reason to believe that this tendency to resemble the rest of the state exists in the phenomenon of migration as well.

Within the State of Iowa, there is a difference among the 15 merged areas concerning population statistics. The same statistical limitations concerning migration exist in other area data as exit in the Area IV totals; intra-area migration has not been accounted for. However, a tentative comparison among merged areas is possible since the error is the same, most likely in the same direction, in each of the fifteen areas.

Areas IX and X show positive migration tendencies; the others exhibit out-migration between 1960 and 1970.

Net population change for each area, labeled "Population Difference" on Table XI, shows that Areas I, VI, VII, IX, X, XI, and XVI experienced a population increase, while the others lost population between 1960 and 1970. The losses were most pronounced in Areas XIV and XV, where 10.6% and 8.0% respectively, were lost. Areas IX and X showed population increases of 12.2% and 14.5% respectively.

The trend from rural to urban is generally true state-wide. According to the Iowa Development Commission[4], in 1950 47.7% of the population of Iowa was

That amounted to 12.3% of the 1960 population of the nine county area while the state lost 6.6% to other states or other countries. This is especially striking in light of the fact that the population of the area showed a net decrease of only 10,592 in the same decade. The difference obviously is in the fact that the birth rate exceeds net migration and death rates.

Once again, within-area differences provide interesting insights into the trends existing in the population characteristics of Area V. Webster county enjoyed a population growth while all other counties declined in population in the decade between 1960 and 1970. There is no question that there is a trend for rural counties to lost population while those counties which have larger communities tend to increase in population.

The factor of out-migration by counties is further substantiation of this phenomenon. Webster County, the urban center for Area V, had an out-migration of only 9.0%, while all other counties but Buena Vista which are largely rural, had losses due to migration in excess of 11%, Buena Vista had less out-migration, perhaps due to the existence of educational opportunities.

The area total migration is based on the addition of the county migration figures. As such, it would yield a higher number than is the actual migration out of the area. There is a substantial movement within Area V, and the scope and nature of such intra-area migration is beyond the resources of this study. However, there is undoubtedly a tendency for movement out of Area V. Many of the other population characteristics of Area V are very similar to the State of Iowa as a whole. There is, therefore, reason to believe that this tendency to resemble the rest of the state exists in the phenomenon of migration as well.

Within the State of Iowa, there is a difference among the 15 merged areas concerning population statistics. The same statistical limitations concerning migration exist in other area data as exist in the Area V totals; intra-area migration has not been accounted for. However, a tentative comparison among merged areas is possible since the error is the same, most likely in the same direction, in each of the fifteen areas.

Area IX and X show positive migration tendencies; the others exhibit out-migration between 1960 and 1970.

Net population change for each area, labeled "Population Difference" on Table XI, shows that Areas I, VI, VII, IX, X, XI, and XVI experienced a population increase, while the others lost population between 1960 and 1970. The losses were most pronounced in Areas XIV and XV, where 10.6% and 8.0% respecively, were lost. Areas IX and X showed population increases of 12.2% and 14.5% respectively.

The trend from rural to urban is generally true state-wide. According to the Iowa Development Commission[5], in 1950 47.7% of the population of Iowa was

That amounted to 5.5% of the 1960 population of the five county area while the state lost 6.6% to other states or other countries. This is especially striking in light of the fact that the population of the area showed a net increase of 1031 in the same decade. The difference obviously is in the fact that the birth rate exceeded net migration and death rates.

Once again, within-area differences provide interesting insights into the trends existing in the population characteristics of Area VI, Marshall county enjoyed a population growth while four counties declined in population in the decade between 1960 and 1970. Marshall gained 3092 persons, Grundy decreased by 13 persons, and Hardin lost 285 people in its population between 1960 and 1970. Poweshiek had a net loss of 497 persons, and Tama lost 1266 persons in the same ten year period. There is little question that there is a trend for rural counties to lose population while those counties which have larger communities tend to increase in population.

The factor of out-migration by counties is further substantiation of this phenomenon. Marshall County, the urban center for Area VI, had an out-migration of only 0.5% while all other counties all of which are largely rural, had losses due to migration in excess of 5.3%.

The area total migration is based on the addition of the county migration figures. As such, it would yield a higher number than is the actual migration out of the area. There is a substantial movement within Area VI, and the scope and nature of such intra-area migration is beyond the resources of this study. However, there is undoubtedly a tendency for movement out of Area VI. Many of the other population characteristics of Area VI are similar to the State of Iowa as a whole. There is, therefore, reason to believe that this tendency to resemble the rest of the state exists in the phenomenon of migration as well.

Within the State of Iowa, there is a difference among the 15 merged areas concerning population statistics. The same statistical limitations concerning migration exist in other area data as exist in the Area VI totals; intra-area migration has not been accounted for. However, a tentative comparison among merged areas is possible since the error is the same, most likely in the same direction, in each of the fifteen areas.

Areas IX and X show positive migration tendencies; the other exhibit out-migration between 1960 and 1970.

Net population change for each area, labeled "Population Difference" on Table XI, shows that Areas I, VI, VII, IX, X, XI, and XVI experienced a population increase, while the others lost population between 1960 and 1970. The losses were most pronounced in Areas IX and X showed population increases of 12.2% and 14.5% respectively.

The trend from rural to urban is generally true state-wide. According to the Iowa Development Commission[4], in 1950 47.7% of the population of Iowa was

That amounted to 7.2% of the 1960 population of the six county area while the state lost 6.6% to other states or other countries. This is especially striking in light of the fact that the population of the area showed a net increase of 9,723 in the same decade. The difference obviously is in the fact that the birth rate exceeded net migration and death rates.

Once again, within-area differences provide interesting insights into the trends existing in the population characteristics of Area VII. Two counties enjoyed a population growth while four counties declined in population in the decade between 1960 and 1970. Blackhawk gained 10,434 persons and Bremer increased by 1,629 persons. However Buchanan had a net loss of 547 persons; Butler lost 514; Grundy lost 13; and Tama suffered a net loss of 1,266 persons in the same ten year period. There is no question that there is a trend for rural counties to lose population while those counties which have larger communities tend to increase in population.

The factor of out-migration by counties is further substantiation of this phenomenon. Blackhawk county, the urban center for Area VII, had two net in-migration of 8.5%, while the more rural counties had losses due to migration.

The area total migration is based on the addition of the county migration figures. As such, it would yield a higher number than is the actual migration out of the area. There is a substantial movement within Area VII, and the scope and nature of such intra-area migration is beyond the resources of this study. However, there is undoubtedly a tendency for movement out of Area VII. Many of the other population characteristics of Area VII are similar to the State of Iowa as a whole. There is, therefore, reason to believe that this tendency to resemble the rest of the State exists in the phenomenon of migration as well.

Within the State of Iowa, there is a difference among the 15 merged areas concerning population statistics. The same statistical limitations concerning migration exist in other area data as exist in the Area VII totals; intra-area migration has not been accounted for. However, a tentative comparison among merged areas is possible since the error is the same, the most likely in the same direction, in each of the fifteen areas.

Areas IX and X show positive migration tendencies; the others exhibit out-migration between 1960 and 1970.

Net population change for each area, labeled "Population Difference" on Table XI, shows that Areas I, VI, VII, IX, X, XI, and XVI experienced a population increase, while the others lost population between 1960 and 1970. The losses were most pronounced in Areas XIV and XV, where 10.6% and 8.0% respectively, were lost. Areas IX and X showed population increases of 12.2% and 14.5% respectively.

The trend from rural to urban is generally true state-wide. Accor Iowa Development Commission[5], in 1950 47.7% of the population of [illegible]

The most important disclosure of this table is that Area IX suffered an approximate net in-migration of only 858 persons between 1960 and 1970. That amounted to 0.4% of the 1960 population of the five county area while the state lost 6.6% to other states or other countries. This is especially striking in light of the fact that the population of the area showed a net increase of 12.2% in the same decade. The difference obviously is in the fact that the birth rate exceeded net migration and death rates.

There is no question that there is a trend for rural counties to lose population while those counties which have larger communities tend to increase in population.

The factor of out-migration by counties is further substantiation of this phenomenon. Scott county, the urban center for Area IX, had an in-migration of 5.6%, while Clinton and Louisa Counties, both of which are largely rural, had losses due to migration in excess of 2.0%.

The area total migration is based on the addition of the county migration figures. As such, it would yield a higher number than is the actual migration out of the area. There is a substantial movement within Area IX, and the scope and nature of such intra-area migration is beyond the resources of this study. However, there is undoubtedly a tendency for net migration in Area IX, to be near zero. Many of the other population characteristics of Area IX are not very similar to the State of Iowa as a whole. There is, therefore, reason to believe that there is little tendency to resemble the rest of the state in the phenomenon of migration.

Within the State of Iowa, there is a difference among the 15 merged areas concerning population statistics. The same statistical limitations concerning migration exist in other area data as exist in the Area IX totals; intra-area migration has not been accounted for. However, a tentative comparison among merged areas is possible since the error is the same, most likely in the same direction, in each of the fifteen areas.

Areas IX and X show positive migration tendencies; the others exhibit out-migration between 1960 and 1970.

Net population change for each area, labeled "Population Difference" on Table XI, shows that Areas I, VI, VII, IX, X, XI, and XVI experienced a population increase, while the others lost population between 1960 and 1970. The losses were most pronounced in Areas XIV and XV, where 10.6% and 8.0% respectively, were lost. Areas IX and X showed population increases of 12.2% and 14.5% respectively.

The trend from rural to urban is generally true statewide. According to the Iowa Development Commission[5], in 1950 47.7% of the population of Iowa was

Once again, within-area differences provide interesting insights into the trends existing in the population characteristics of Area X. Two counties enjoyed a population growth while five counties declined in the decade between 1960 and 1970. Johnson County gained 18,464 persons, and Linn County increased by 26,314 persons. However, all others had a net loss of persons; but all losses were less than 1000. There is no question that there is a trend for rural counties to lose population while those counties which have larger communities tend to increase in population.

The factor of out-migration by counties is further substantiation of this phenomenon. Johnson and Linn Counties, the urban centers for Area X, had an in-migration while all other counties, which are largely rural, had losses due to migration in excess of 7.1%.

The area total migration is based on the addition of the county migration figures. As such, it would yield a higher number than is the actual migration out of the area. There is a substantial movement within Area X, and the scope and nature of such intra-area migration is beyond the resources of this study.

Within the State of Iowa, there is a difference among the 15 merged areas concerning population statistics. The same statistical limitations concerning migration exist in other area data as exist in the Area X totals; intra-area migration has not been accounted for. However, a tentative comparison among merged areas is possible since the error is the same, the most likely in the same direction, in each of the fifteen areas.

Areas IX and X show positive migration tendencies; the other exhibit out-migration between 1960 and 1970.

Net population change for each area, labeled "Population Difference" on Table XI, shows that Areas I, VI, VII, IX, X, XI, and XVI experienced a population increase, while the others lost population between 1960 and 1970. The losses were most pronounced in Areas XIV and XV, where 10.6% and 8.0% respectively, were lost. Areas IX and X showed population increases of 12.2% and 14.5% respectively.

The trend from rural to urban is true state-wide. According to the Iowa Development Commission[4], in 1950, 47.7% of the population of Iowa was "urban;" in 1960 53.0% of Iowans were in that category; and in 1970, 57.2% of Iowa residents were "urban." Incidentally, in 1900, 25.6% of Iowans were urban. The Iowa Development Commission states further that the "urban fringe" experienced a 39.9% population increase, while rural non-farm areas suffered an 8.5% decline.

A considerable amount of pertinent data is available from the State Department of Public Instruction's Population Needs Profile, and is excerpted in Table XII. Some of the salient factors pertaining to Area X include the following: There is a very small percentage of persons from minority ethnic groups; less than one percent of the population of Area X is black, and the percentage of Spanish Americans and other minority races

That amounted to 2.8% of the 1960 population of the eleven county area while the state lost 6.6% to other states or other countries. This is especially striking in light of the fact that the population of the area showed a net increase of 7.2% in the same decade. The difference obviously is in the fact that the birth rate exceeded net migration and death rates.

Once again, within-area differences provide interesting insights into the trends existing in the population characteristics of Area XI. There is no question that there is a trend for persons to move into the "urban fringe" from inner city and rural areas.

The factor of out-migration by counties is further substantiation of this phenomenon. The counties which surround Des Moines actually experienced positive migration, while Audubon and Carroll counties, both of which are largely rural, had losses due to migration in excess of 14.9%.

The area total migration is based on the addition of the county migration figures. As such, it would yield a higher number than is the actual migration out of the area. There is a substantial movement within Area XI, and the scope and nature of such intra-area migration is beyond the resources of this study. However, there is undoubtedly a tendency for movement out of Area XI.

Within the State of Iowa, there is a difference among the 15 merged areas concerning population statistics. The same statistical limitations concerning migration exist in other area data as exist in the Area XI totals; intra-area migration has not been accounted for. However, a tentative comparison among merged areas is possible since the error is the same, the most likely in the same direction, in each of the fifteen areas.

Areas IX and X show positive migration tendencies; the others exhibit out-migration between 1960 and 1970.

Net population change for each area, labeled "Population Difference" on Table XI, shows that Areas I, VI, VII, IX, XI, and XVI experienced a population increase, while the others lost population between 1960 and 1970. The losses were most pronounced in Areas XIV and XV, where 10.6% and 8.0% respectively, were lost. Areas IX and X showed population increases of 12.2% and 14.5% respectively.

The trend from rural to urban is generally true state-wide. According to the Iowa Development Commission[5], in 1950 47.7% of the population of Iowa was "urban;" in 1960 53.0% of Iowans were in that category; and in 1970, 57.2% of Iowa residents were "urban." Incidentally, in 1900, 25.6% of Iowans were urban. The Iowa Development Commission states further that the "urban fringe" experienced a 39.9% population increase, while rural non-farm areas suffered an 8.5% decline.

A considerable amount of pertinent data is available from the State Department of Public Instruction's Population Needs Profile, and is excerpted in Table XII. Some of the salient factors pertaining to Area XI include the following: There was a very small percentage of persons from minority

That amounted to 12.5% of the 1960 population of the six county area. The state lost 6.6% to other states or other countries. This is especially striking in light of the fact that the population of the area showed a net decrease of 8,435 in the same decade. The difference obviously is in the fact that the birth rate exceeds net migration and death rates.

One unusual finding is that urban counties did not gain in population. This is contrary to the usual pattern found in the state.

The factor of out-migration by counties is further substantiation of this phenomenon. Woodbury County, the urban center for Area XII, had an out-migration of 14.1%; while Plymouth County which is largely rural, had losses due to migration of only 7.1%.

The area total migration is based on the addition of the county migration figures. As such, it would yield a higher number than is the actual migration out of the area. There is a substantial movement within Area XII, and the scope and nature of such intra-area migration is beyond the resources of this study. However, there is undoubtedly a tendency for movement our of Area XII.

Within the State of Iowa, there is a difference among the 15 merged areas concerning population statistics. The same statistical limitations concerning migration exist in other area data as exist in the Area XII totals; intra-area migration has not been accounted for. However, a tentative comparison among merged areas is possible since the error is the same, most likely in the same direction, in each of the fifteen areas.

Areas IX and X show positive migration tendencies; the others exhibit out-migration between 1960 and 1970.

Net population change for each area, labeled "Population Difference" on Table XI, shows that Areas I, VI, VII, IX, X, XI and XVI experienced a population increase, while the others lost population between 1960 and 1970. The losses were most pronounced in Areas XIV ans XV, where 10.6% and 8.0% respectively, were lost. Areas IX and X showed population increases of 12.2% and 14.5% respectively.

The trend from rural to urban is generally true state-wide. According to the Iowa Development Commission[5], in 1950 47.7% of the population of Iowa was "urban;" in 1960 53.0% of Iowans were in that category; and in 1970, 57.2% of Iowa residents were "urban." Incidentally, in 1900, 25.6% of Iowans were urban. The Iowa Development Commission states further that the "urban fringe" experienced a 39.9% population increase, while rural non-farm areas suffered an 8.5% decline.

A considerable amount of pertinent data is available from the State Department of Public Instruction's Population Needs Profile, and is excerpted in Table XII. Some of the salient factors pertaining to Area XII include

The most important disclosure of this table is that Area XIII suffered an approximate net out-migration of 18,048 persons between 1960 and 1970. That amounted to 10.1% of the 1960 population of the seven county area while the state lost 6.6% to other states or other countries. This is especially striking in light of the fact that the population of the area showed a net decrease of only 3640 in the same decade. The difference obviously is in the fact that the birth rate exceeded net migration and death rates.

Once again within -area differences provide interesting insights into the trends existing in the population characteristics of Area XIII. Pottawattamie County enjoyed a population growth while all other counties declined in the decade between 1960 and 1970. Pottawattamie gained 3889 persons. Cass decreased by 912 persons, and Fremont had a net loss of 1000 persons; Harrison lost 1360; Mills lost 1444; Page lost 2516, and Shelby suffered a net loss of 297 persons in the same ten year period. There is no question that there is a trend for rural counties to lost population while those counties which have larger communities tend to increase in population.

The factor of out-migration by counties if further substantiation of this phenomenon. Pottawattamie County, the urban center for Area XIII, had an out-migration of only 8.2%, while the other counties, all of which are basically rural, had losses due to migration in excess of 9.7%.

The area total migration is based on the addition of the county migration figures. As such, it would yield a higher number than is the actual migration out of the area. There is a substantial movement within Area XIII, and the scope and nature of such intra-area migration is beyond the resources of this study. However, there is undoubtedly a tendency for movement out of Area XIII. Many of the other population characteristics of Area XIII are somewhat similar to the State of Iowa as a whole. There is, therefore, reason to believe that this tendency to resemble the rest of the state exists in the phenomenon of migration as well.

Within the State of Iowa, there is a difference among the 15 merged areas concerning population statistics. The same statistical limitations concerning migration exist in other area data as exist in the Area XIII totals; intra-area migration has not been accounted for. However, a tentative comparison among merged areas is possible since the error is the same, most likely in the same direction, in each of the fifteen areas.

Areas IX and X show positive migration tendencies; the others exhibit out-migration between 1960 and 1970.

Net population change for each area, labeled "Population Difference" on Table XI, shows that Areas I, VI, VII, IX, X, XI, and XVI experienced a population increase, while the others lost population between 1960 and 1970. The losses were most pronounced in Areas XIV and XV, where 10.6% and 8.0% respectively, were lost. Areas IX and X showed population increases of 12.2% and 14.5% respectively.

It may be of some interest to look at Area XIV in regard to total population, especially as it relates to the phenomenon of migration. The Iowa Development Commission[4] suggests that migration can be estimated by subtracting births and adding deaths to net population change. The resultant number represents migration, positive or negative, in relation to a given area. Table X displays this factor for Area XIV.

The most important disclosure of this table is that Area XIV suffered an approximate net out-migration of 9,105 persons between 1960 and 1970. That amounted to 10.9% of the 1960 population of the eight county area while the state lost 6.6% to other states or other countries.

The factor of out-migration by counties is further substantiation of this phenomenon. Union county, the urban center for Area XIV, had an out-migration of only 2.9% while Ringgold, Adair and Adams counties all of which are largely rural, had losses due to migration in excess of 16.1%.

The area total migration is based on the addition of the county migration figures. As such, it would yield a higher number than is the actual migration out of the area. There is a substantial movement within Area XIV, and the scope and nature of such intra-area migration is beyond the resources of this study. However, there is undoubtedly a tendency for movement out of Area XIV. Many of the other population characteristics of Area XIV are very similar to the State of Iowa as a whole. There is, therefore, reason to believe that this tendency to resemble the rest of the state exists in the phenomenon of migration as well.

Within the State of Iowa, there is a difference among the 15 merged areas concerning population statistics. The same statistical limitations concerning migration exist in other area data as exist in the Area XIV totals; intra-area migration has not been accounted for. However, a tentative comparison among merged areas is possible since the error is the same, most likely in the same direction, in each of the fifteen areas.

Areas IX and X show positive migration tendencies; the others exhibit out-migration between 1960 and 1970.

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The trend from rural to urban is generally true state-wide. According to the Iowa Development Commission [5], in 1950 47.7% of the population of Iowa was "urban;" in 1960 53.0% of Iowans were in that category; and in 1970, 57.2% of Iowa residents were "urban." Incidentally, in 1900, 25.6% of Iowans were urban. The Iowa Development Commission states further that the "urban fringe" experienced a 39.9% population increase, while rural non-farm areas suffered an 8.5% decline.

subtracting births and adding deaths to net population change. The resultant number represents migration, positive or negative, in relation to a given area. Table X displays this factor for Area XV.

The most important disclosure of this table is that Area XV suffered an approximate net out-migration of 18,232 persons between 1960 and 1970. That amounted to 10.9% of the 1960 population of the ten county area while the state lost 6.6% to other states or other countries. This is especially striking in light of the fact that the population of the area showed a net decrease of only 8.0% in the same decade. The difference obviously is in the fact that the birth rate exceeded net migration and death rates.

Once again, within-area differences provide interesting insights into the trends existing in the population characteristics of Area XV. None of the counties enjoyed a population growth and the more rural counties declined most significantly decade between 1960 and 1970. There is no question that there is a trend for rural counties to lose population while those counties which have larger communities tend to increase in population, or at least to lose fewer.

The Urban centers for Area XV had an out-migration of less than 9%, while the rural counties had losses due to migration in excess of 10%.

The area total migration is based on the addition of the county migration figures. As such, it would yield a higher number than is the actual migration out of the area. There is a substantial movement within Area XV, and the scope and nature of such intra-area migration is beyond the resources of this study. However, there is undoubtedly a tendency for movement out of Area XV. Many of the other population characteristics of Area XV are very similar to the State of Iowa as a whole. There is, therefore, reason to believe that this tendency to resemble the rest of the state exists in the phenomenon of migration as well.

Within the State of Iowa, there is a difference among the 15 merged areas concerning population statistics. The same statistical limitations concerning migration exist in other area data as exist in the Area XV totals; intra-area migration has not been accounted for. However, a tentative comparison among merged areas is possible since the error is the same, most likely in the same direction, in each of the fifteen areas.

Areas IX ane X show positive migration tendencies; the others exhibit out-migration between 1960 and 1970.

Net population change for each area, labeled "Population Difference" on Table XI, shows the Areas I, VI, VII, IX, X, XI, and XVI experienced a population increase, while the others lost population between 1960 and 1970. The losses were most pronounced in Areas XIV and XV, where 10.6% and 8.0% respectively, were lost. Areas IX and X showed population increases of 12.2% and 14.5% respectively.

The trend from rural to urban is generally true state-wide. According to the Iowa Development Commission[3], in 1950, 47.7% of the population of Iowa has "urban"; in 1960 53.0% of Iowans were in that category; and in 1970, The most important disclosure of this table is that Area XVI suffered an approximate net out-migration of 6,455 persons between 1960 and 1970. That amounted to 5.5% of the 1960 population of the four county area while the state lost 6.6% to other states or other countries. This is especially striking in light of the fact that the population of the area showed a net increase of 1.3% in the same decade. The difference obviously is in the fact that the birth rate exceeded net migration and death rates.

Once again, within-area differences provide interesting insights into the trends existing in the population characteristics of Area XVI. Two counties enjoyed a population growth while two counties declined in population in the decade between 1960 and 1970, etc. There is little question that there is a trend for rural counties to lose population while those counties which have larger communities tend to increase in population.

The area total migration is based on the addition of the county migration figures. As such, it would yield a higher number than is the actual migration out of the area. There is a substantial movement within Area XVI, and the scope and nature of such intra-area migration is beyond the resources of this study. However, there is undoubtedly a tendency for movement out of Area XVI.

Within the State of Iowa, there is a difference among the 15 merged areas concerning population statistics. The same statistical limitations concerning migration exist in other area data as exist in the Area XVI totals; intra-area migration has not been accounted for. However, a tentative comparison among merged areas is possible since the error is the same, most likely in the same direction, in each of the fifteen areas.

Areas IX and X show positive migration tendencies; the others exhibit out-migration between 1960 and 1970.

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The trend from rural to urban is generally true state-wide. According to the Iowa Development Commission, in 1950 45.7% of the population of Iowa was "urban"; in 1960 53.0% of Iowans were in that category; and in 1970, 57.2% of Iowa residents were "urban." Incidentally, in 1900, 25.6% of Iowans were urban. The Iowa Development Commission states further that the "urban fringe" experienced a 39.9% population increase, while rural non-farm areas suffered an 8.5% decline.

POPULATION SUMMA STATE TOTALS 1970 1960

TABLE XI

	POPULATION 1970	POPULATION 1960	POPULATION DIFFERENCE	POPULATION % CHANGE	MIGRATION	MIGRATION %
AREA 1	220,020	214,475	+ 5,545	+ 2.6	- 17,801	- 8.3
AREA 2	130,896	138,473	- 7,577	- 5.5	- 16,989	-12.3
AREA 3	81,264	85,999	- 4,735	- 5.5	- 11,448	-13.3
AREA 4	84,682	88,345	- 3,663	- 4.1	- 11,352	-12.8
AREA 5	172,613	183,117	-10,592	- 5.8	- 22,497	-12.3
AREA 6	116,393	115,362	+ 1,031	+ 0.9	- 6,317	- 5.5
AREA 7	228,618	218,895	+ 9,723	+ 4.4	- 15,675	- 7.2
AREA 9	268,138	239,011	+29,127	+12.2	+ 858	+ 0.4
AREA 10	330,134	288,270	+41,864	+14.5	+ 2,683	+ 0.9
AREA 11	546,956	510,051	+36,905	+ 7.2	- 14,498	- 2.8
AREA 12	184,672	193,107	- 8,435	- 4.4	- 24,120	-12.5
AREA 13	175,161	178,801	- 3,640	- 2.0	- 18,048	-10.1
AREA 14	74,628	83,499	- 8,871	-10.6	- 9,105	-10.9
AREA 15	153,825	167,216	-13,391	- 8.0	- 18,232	-10.9
AREA 16	118,774	117,289	+ 1,485	+ 1.3	- 6,455	- 5.5
* STATE TOTAL	2,825,041	2,757,537	+67,504	+ 2.4	-182,927	- 6.6

* NOTE: Sum of the columns will not equal state totals since some counties were credited to more than one area school.

"urban;" in 1960 53.0% of Iowans were in that category; and in 1970, 57.2% of Iowa residents were "urban." Incidentally, in 1900, 25.6% of Iowans were urban. The Iowa Development Commission states further that the "urban fringe" experienced a 39.9% population increase, while rural non-farm areas suffered an 8.5% decline.

A considerable amount of pertinent data is available from the State Department of Public Instruction's Population Needs Profile, and is excerpted in Table XII. Some of the salient factors pertaining to Area I include the following: There was a very small percentage of persons from minority ethnic groups; only one-tenth of one percent of the population in Area I was black, and the percentage of Spanish Americans and other minority races was insignificant. For this reason it is highly unlikely that Area I would provide special programming of any magnitude for members of minority groups; the numbers are so low that it would be difficult to justify special programs for such persons. The need for special programs for such minority group members is nonetheless real, and it is unlikely that the Northeast Iowa Vocational Technical School will draw heavily from these groups without such programming. It is more likely that the students will seek their education in neighboring institutions where the percentages of minorities are substantially higher and where special programming might exist.

There was, among the counties which comprise Area I, a wide variance in both the percentage of families below the poverty level and in the median family income in 1969 dollars. Dubuque county, for example, had the highest median family income (slightly more than $10,000) and the lowest percentage of families below the poverty level (7.6%) in Area I. On the other hand, the median family income in Allamakee county was $6,697, and 16.5% of the families in Howard county were below the poverty level established by the federal government.

It should be noted that there were 4,168 Vietnam veterans in Area I as of the April, 1970 census.

The reader's attention is directed to the fact that there were 2433 persons 16-21 not employed or in school in 1970.

These last three groups, persons below poverty level, Vietnam veterans, and unemployed youth, might serve as target groups for the area school through increased admissions efforts in regard to these groups and through the provision of special programming to meet the needs of these persons.

was "urban;" in 1960 53.0% of Iowans were in that category; and in 1970, 57.2% of Iowa residents were "urban." Incidentally, in 1900, 25.6% of Iowans were urban. The Iowa Development Commission states further that the "urban fringe" experienced a 39.9% population increase, while rural non-farm areas suffered an 8.5% decline.

A considerable amount of pertinent data is available from the State Department of Public Instruction's Population Needs Profile, and is excerpted in Table XII. Some of the salient factors pertaining to Area II include the following: There was a very small percentage of persons from minority ethnic groups; less than one percent of the population in Area II was black, and the percentage of Spanish Americans and other minority races was insignificant. For this reason it is highly unlikely that Area II would provide special programming of any magnitude for members of minority groups; the numbers are so low that it would be difficult to justify special programs for such persons. The need for special programs for such minority group members is nonetheless real, and it is unlikely that the North Iowa Area Community College will draw heavily from these groups without such programming. It is more likely that the students will seek their education in institutions where the percentages of minorities are substantially higher and where special programming might exist.

There was, among the counties which comprise Area II, a wide variance in both the percentage of families below the poverty level and in the median family income in 1969 dollars. Cerro Gordo county, for example, had the highest median family income (nearly $9200). The lowest percentage of families below the poverty level (5.8%) in Area II was in Winnebago county. On the other hand, the median family income in Franklin, Mitchell, and Hancock counties was below $7750 and 10% of the families in Floyd county were below the poverty level established by the federal government.

It should be noted that there were 2153 Vietnam veterans in Area II as of the April, 1970 census.

The reader's attention is directed to the fact that there were 1680 persons 16-21 not employed or in school in 1970.

These last three groups, persons below poverty level, Vietnam veterans, and unemployed youth, might serve as target groups for the area school through increased admissions efforts in regard to these groups and through the provision of special programming to meet the needs of these persons.

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A considerable amount of pertinent data is available from the State Department of Public Instruction's Population Needs Profile, and is excerpted in Table XII. Some of the salient factors pertaining to Area III include the following: There was a very small percentage of persons from minority ethnic groups; few persons in Area III were black, and the percentage of Spanish Americans and other minority races was insignificant. For this reason it is highly unlikely that Area III would provide special programming of any magnitude for members of minority groups; the numbers are so low that it would be difficult to justify special programs for such persons. The need for special programs for such minority group members is nonetheless real, and it is unlikely that the Iowa Lakes Community College will draw heavily from these groups without such programming. It is more likely that the students will seek their education in neighboring institutions where the percentages of minorities are substantially higher and where special programming might exist.

There was, among the counties which comprise Area III, a moderate variance in both the percentage of families below the poverty level and in the median family income in 1969 dollars. Clay County, for example, had the highest median family income (slightly more than $8600 and the lowest percentage of families below the poverty level 9.0%) in Area III. On the other hand, the median family income in Palo Alto County was $7721, and 13.6% of the families in that county were below the poverty level established by the federal government.

It should be noted that there were 1295 Vietnam veterans in Area III as of the April, 1970 census.

The reader's attention is directed to the fact that there were 989 persons 16-21 not employed or in school in 1970.

These last three groups, persons below poverty level, Vietnam veterans, and unemployed youth, might serve as target groups for the area school through increased admissions efforts in regard to these groups and through the provision of special programming to meet the needs of these person.

"urban;" in 1960 53.0% of Iowans were in that category; and in 1970, 57.2% of Iowa residents were "urban." Incidentally, in 1900, 25.6% of Iowans were urban. The Iowa Development Commission states further that the "urban fringe" experienced a 39.9% population increase, while rural non-farm areas suffered an 8.5% decline.

A considerable amount of pertinent data is available from the State Department of Public Instruction's Population Needs Profile, and is excerpted in Table XII. Some of the salient factors pertaining to Area IV include the following: There was a very small percentage of persons from minority ethnic groups. For this reason it is highly unlikely that Area IV would provide special programming of any magnitude for members of minority groups; the numbers are so low that it would be difficult to justify special programs for such persons. The need for special programs for such minority group members is nonetheless real, and it is unlikely that the Northwest Iowa Vocational School will draw heavily from these groups without such programming. It is more likely that the students will seek their education in neighboring institutions where the percentages of minorities are substantially higher and where special programming might exist.

There was, among the counties which comprise Area IV, a small variance in both the percentage of families below the poverty level and in the median family income in 1969 dollars. Sioux County, for example, had the highest median family income (slightly more than $7600) but the highest percentage of families below the poverty level (12.6%) in Area IV.

It should be noted that there were 1210 Vietnam veterans in Area IV as of the April, 1970 census.

The reader's attention is directed to the fact that there were 610 persons 16-21 not employed or in school in 1970.

These last three groups, persons below poverty level, Vietnam veterans, and unemployed youth, might serve as target groups for the area school through increased admissions efforts in regard to these groups and through the provision of special programming to meet the needs of these persons.

"urban;" in 1960 53.0% of Iowans were in that category; and in 1970, 57.2% of Iowa residents were "urban." Incidentally, in 1900, 25.6% of Iowans were urban. The Iowa Development Commission states further that the "urban fringe" experienced a 39.9% population increase, while rural non-farm areas suffered and 8.5% decline.

A considerable amount of pertinent data is available from the State Department of Public Instruction's Population Needs Profile, and is excerpted in Table XII. Some of the salient factors pertaining to Area V include the following: There was a very small percentage of persons from minority ethnic groups. For this reason it was highly unlikely that Area V would provide special programming of any magnitude for members of minority groups; the numbers were so low that it would be difficult to justify special programs for such persons. The need for special programs for such minority group members is nonetheless real, and because Area V does enroll substantial numbers of Blacks from outside the Area, such programming is quite necessary. Without it, minority students might seek their education in neighboring institutions where the percentages of minorities are substantially higher and where special programming might exist.

There was, among the counties which comprise Area V, a wide variance in both the percentage of families below the poverty level and in the median family income in 1969 dollars. Webster County, for example, had the highest median family income (slightly more than $9,100 and the lowest percentage of families below the poverty level 7.8%) in Area V. On the other hand, the median family income in Pocahontas County was $7,686 and 11.4% of the families in Calhoun County were below the poverty level established by the federal government.

It should be noted that there were 2,807 Vietnam veterans in Area V as of the April, 1970 census.

The reader's attention is directed to the fact that there were 2,145 persons 16-21 not employed or in school in 1970.

These last three groups, persons below poverty level, Vietnam veterans, and unemployed youth, might serve as target groups for the area school through increased admissions efforts in regard to these groups and through the provision of special programming to meet the needs of these persons.

"urban;" in 1960 53.0% of Iowans were in that category; and in 1970 57.2% of Iowa residents were "urban". Incidentally, in 1900, 25.6% of Iowans were urban. The Iowa Development Commission states further that the "urban fringe" experienced a 39.9% population increase, while rural non-farm areas suffered an 8.5% decline.

A considerable amount of pertinent data is available from the State Department of Public Instruction's Population Needs Profile, and is excerpted in Table XII. Some of the salient factors pertaining to Area VI include the following: There was a very small percentage of persons from minority ethnic groups. Only 0.4% of the population in Area VI was Black, and the percentage of Spanish Americans and other minority races was insignificant of course, there are a number of American Indians in Tama County since the numbers are quite small it is unlikely that Area VI would provide special programming of any magnitude for members of minority groups, it would be difficult to justify financially, special programs for such persons. The need for special programs for such minority group members is nonetheless real, and it is not probable that the Iowa Valley Community College District will draw heavily from these groups without such programming. It is more likely that the students will seek their education in neighboring institutions where the percentages of minorities are substantially higher and where special programming might exist.

There was, among the counties which comprise Area VI, a wide variance in both the percentage of families below the poverty level and in the median family income in 1969 dollars. Marshall County, for example, had the highest median family income (nearly more than $9700 and the lowest percentage of families below the poverty level 6.4%) in Area VI. On the other hand, the median family income in Tama County was $8046, and 10.5% of the families in that county were below the poverty level established by the federal government.

It should be noted that there were 1966 Vietnam veterans in Area VI as of the April, 1970 census.

The reader's attention is directed to the fact that there were 1273 persons 16-21 not employed or in school in 1970.

These last three groups, persons below poverty level, Vietnam veterans and unemployed youth, might serve as target groups for the area school through increased admissions efforts in regard to these groups and through the provision of special programming to meet the needs of these persons.

"urban;" in 1960 53.0% of Iowans were in that category; and in 1970, 57.2% of Iowa residents were "urban." Incidentally, in 1900, 25.6% of Iowans were urban. The Iowa Development Commission states further that the "urban fringe" experienced a 39.9% population increase, while rural non-farm areas suffered an 8.5% decline.

A considerable amount of pertinent data is available from the State Department of Public Instruction's Population Needs Profile, and is excerpted in Table XII. Some of the salient factors pertaining to Area VII include the following: There was a very small percentage of persons from minority ethnic groups; Only 3.2% of the population in Area VII was black, and the percentage of Spanish American and other minority races was insignificant. For this reason it is highly unlikely that Area VII would provide special programming of any magnitude for member of minority groups - except perhaps for Blacks; the numbers are so low that it would be difficult to justify special programs for such persons. The need for special programs for minority group members is nonetheless real, and it is likely that the Hawkeye Institute of Technology could draw heavily from these groups with such programming. It is more likely that the students will seek their education in neighboring institutions where the percentages of minorities are substantially higher and where special programming might exist.

There was, among the counties which comprise Area VII, a wide variance in both the percentage of families below the poverty level and in the median family income in 1969 dollars. Blackhawk county, for example, had the highest median family income (slightly more than $10,000 but the lowest percentage of families below the poverty level 5.8%) in Area VII was in Grundy county. On the other hand, the median family income in Butler county was $7665, and 12.6% of the families in Buchanan county were below the poverty level established by the federal government.

It should be noted that there were 4350 Vietnam veterans in Area VII as of the April, 1970 census.

The reader's attention is directed to the fact that there were 3098 persons 16-21 not employed or in school in 1970.

These last three groups, persons below poverty level, Vietnam veterans, and unemployed youth, might serve as target groups for the area school through increased admissions efforts in regard to these groups and through the provision of special programming to meet the needs of these persons.

"urban;" in 1960 53.0% of Iowans were in that category; and in 1970, 57.2% of Iowa residents were "urban." Incidentally, in 1900, 25.6% of Iowans were urban. The Iowa Development Commission states further that the "urban fringe" experienced a 39.9% population increase, while rural non-farm areas suffered an 8.5% decline.

A considerable amount of pertinent data is available from the State Department of Public Instruction's Population Needs Profile, and is excerpted in Table XII. Some of the salient factors pertaining to Area IX include the following: There was a very small percentage of persons from minority ethnic groups; Only 1.7% of the population in Area IX was black, and the percentage of Spanish Americans and other minority races was insignificant. For this reason it is highly unlikely that Eastern Iowa Community College would provide special programming of any magnitude for members of minority groups; the numbers are so low that it would be difficult to justify special programs for such persons. The need for special programs for such minority group members is nonetheless real, and it is unlikely that The Eastern Iowa Community College will draw heavily from these groups without such programming. It is more likely that the students will seek their education in institutions where the percentages of minorities are substantially higher and where special programming might exist.

There was, among the counties which comprise Area IX, a wide variance in both the percentage of families below the poverty level and in the median family income in 1969 dollars. Scott County, for example, had the highest median family income (about $10,774) in Area IX. On the other hand, the median family income in Jackson County was $8,215, and 12.7% of the families Jackson County were below the poverty level established by the federal government.

It should be noted that there were 6,263 Vietnam veterans in Area IX as of the April, 1970 census.

The reader's attention is directed to the fact that there were 3,742 persons 16-21 not employed or in school in 1970.

These last three groups, persons below poverty level, Vietnam veterans, and unemployed youth, might serve as target groups for the area school through increased admissions efforts in regard to these groups and through the provision of special programming to meet the needs of these persons.

is insignificant. For this reason it is highly unlikely that Area X would provide special programming of any magnitude for members of minority groups; the numbers are so low that it would be difficult to justify special programs for such persons. The need for special programs for such minority group members is nonetheless real, and it is unlikely that Kirkwood Community College will draw heavily from these groups without such programming.

There is, among the counties which comprise Area X, a wide variance in both the percentage of families below the poverty level and in the median family income in 1969 dollars. Linn County, for example, has the highest median family income (slightly more than $10,700 and the lowest percentage of families below the poverty level 5.7%) in Area X. On the other hand, the median family income in Iowa County was $7688, and 11.0% of the families in Iowa county are below the poverty level established by the federal government.

It should be noted that there were 8356 Vietnam veterans in Area X as of the April, 1970, census.

The reader's attention is directed to the fact that there were 4361 persons 16-21 not employed or in school in 1970.

These last three groups, persons below poverty level, Vietnam veterans, and unemployed youth, might serve as target groups for the area school through increased admissions efforts in regard to these groups and through the provision of special programming to meet the needs of these persons.

ethnic groups; only 2.3% of the population in Area XI was black, and the percentage of Spanish Americans and other minority races was insignificant. However it is recommended that Des Moines Area Community College provide special programming for members of minority groups; the numbers are so low that it might be difficult to justify special programs for such persons. The need for special programs for such minority group members is nonetheless real, and it is unlikely that the Des Moines Area Community College will draw heavily from these groups without such programming. It is more likely that the students will seek their education in institutions where the percentages of minorities are substantially higher and where special programming does exist.

There was, among the counties which comprise Area XI, a wide variance in both the percentage of families below the poverty level and in the median family income in 1969 dollars. Polk County, for example, had the highest median family income (slightly more than $10,680 and the lowest percentage of families below the poverty level 6.1%) in Area XI. On the other hand, the median family income in Audubon County was $6,566, and 14.8% of the families in Audubon County were below the poverty level established by the federal government.

It should be noted that there were 11,685 Vietnam veterans in Area XI as of the April, 1970 census.

The reader's attention is directed to the fact that there were 7,285, persons 16-21 not employed or in school in 1970.

These last three groups, persons below poverty level, Vietnam veterans, and unemployed youth, might serve as target groups for the area school through increased admissions efforts in regard to these groups and through the provision of special programming to meet the needs of these persons.

the following: There was a very small percentage of persons from minority ethnic groups; Only 0.6% of the population in Area XII was black, and the percentage of Spanish Americans and other minority races was insignificant. For this reason it is highly unlikely that Area XII would provide special programming of any magnitude for members of minority groups; the numbers are so low that it would be difficult to justify special programs for such persons. The need for special programs for such minority group members is nonetheless real, and it is unlikely that Western Iowa Tech will draw heavily from these groups without such programming. It is more likely that the students will seek their education in neighboring institutions where the percentages of minorities are substantially higher and where special programming might exist.

There was, among the counties which comprise Area XII, a wide variance in both the percentage of families below the poverty level and in the median family income in 1969 dollars. Woodbury County, for example, had the highest median family income (slightly more than $9,000), but the county with the lowest percentage of families below the poverty level (6.7%) in Area XII was Cherokee County. On the other hand, the median family income in Monona County was $6,974, and 12.3% of the families in Monona county were below the poverty level established by the federal government.

It should be noted that there were 4222 Vietnam veterans in Area XII as of the April, 1970 census.

The reader's attention is directed to the fact that there were 2,569 persons 16-21 not employed or in school in 1970.

These last three groups, persons below poverty level, Vietnam veterans, and unemployed youth, might serve as target groups for the area school through increased admissions efforts in regard to these groups and through the provision of special programming to meet the needs of these persons.

The trend from rural to urban is generally true state-wide. According to the Iowa Development Commission[5], in 1950 47.7% of the population of Iowa was "urban;" in 1960 53.0% of Iowans were in that category; and in 1970, 57.2% of Iowa residents were "urban." Incidentally, in 1900, 25.6% of Iowans were urban. The Iowa Development Commission states further that the "urban fringe" experienced a 39.9% population increase, while rural non-farm areas suffered an 8.5% decline.

A considerable amount of pertinent data is available from the State Department of Public Instruction's Population Needs Profile, and is excerpted in Table XII. Some of the salient factors pertaining to Area XIII include the following: There was a very small percentage of persons from minority ethnic groups: Only 0.4% of the population in Area XIII was black, and the percentage of Spanish Americans and other minority races was insignificant. For this reason it is unlikely that Area XIII would provide special programming of any magnitude for members of minority groups; the numbers are so low that it would be difficult to justify special programs for such persons. The need for special programs for such minority group members is nonetheless real, and it is unlikely that Iowa Western Community College will draw heavily from these groups without such programming. It is more likely that the students will seek their education in institutions where the percentages of minorities are substantially higher and where special programming might exist.

There was, among the counties which comprise Area XIII, a wide variance in both the percentage of families below the poverty level and in the median family income in 1969 dollars. Pottawattamie County, for example, had the highest median family income (slightly more than $9350), but Mills County had the lowest percentage of families below the poverty level (7.7%) in Area XIII. On the other hand, the median family income in Cass County was $7453, and 11.7% of the families in Fremont County were below the poverty level established by the federal government.

It should be noted that there were 3562 Vietnam veterans in Area XIII as of the April, 1970 census.

The reader's attention is directed to the fact that there were 2406 persons 16-21 not employed or in school in 1970.

These last three groups, persons below poverty level, Vietnam veterans, and unemployed youth, might serve as target groups for the area school through increased admissions efforts in regard to these groups and through the provision of special programming to meet the needs of these persons.

A considerable amount of pertinent data is available from the State Department of Public Instruction's Population Needs Profile, and is excerpted in Table XII. Some of the salient factors pertaining to Area XIV include the following: There was a very small percentage of persons from minority ethnic groups. For this reason it is highly unlikely that Area XIV would provide special programming of any magnitude for members of minority groups; the numbers are so low that it would be difficult to justify special programs for such persons. The need for special programs for such minority group members is nonetheless real, and it is unlikely that Southwestern Community College will draw heavily from these groups without such programming. It is more likely that the students will seek their education in institutions where the percentages of minorities are substantially higher and where special programming might exist.

There was, among the counties which comprise Area XIV, a wide variance in both the percentage of families below the poverty level and in the median family income in 1969 dollars. Montgomery County, for example, had the highest median family income (nearly $8,200 and the lowest percentage of families below the poverty level 10.1%) in Area XIV. On the other hand, the median family income in Decatur County was $5,690, and 19.2% of the families in Decatur and Taylor Counties were below the poverty level established by the federal government.

It should be noted that there were 1,167 Vietnam veterans in Area XIV as of the April, 1970 census.

The reader's attention is directed to the fact that there were 826 persons 16-21 not employed or in school in 1970.

These last three groups, persons below poverty level, Vietnam veterans, and unemployed youth, might serve as target groups for the area school through increased admissions efforts in regard to these groups and through the provision of special programming to meet the needs of these persons.

57.2% of Iowa residents were "urban." Incidentally, in 1900, 25.6% of Iowans were urban. The Iowa Development Commission states further that the "urban fringe" experienced a 39.9% population increase, while rural non-farm areas suffered an 8.5% decline.

A considerable amount of pertinent data is available from the State Department of Public Instruction's Population Needs Profile, and is excerpted in Table XII. Some of the salient factors pertaining to Area XV include the following: There was a very small percentage of persons from minority ethnic groups; less than one percent of the population in Area XV was black, and the percentage of Spanish Americans and other minority races was insignificant. For this reason it is highly unlikely that Area XV would provide special programming of any magnitude for members of minority groups; the numbers are so low that it would be difficult to justify special programs for such persons. The need for special programs for such minority group members is nonetheless real, and it is unlikely that Indian Hills Community College will draw heavily from these groups without such programming. It is more likely that the students will seek their education in institutions where the percentages of minorities are substantially higher and where special programming might exist.

There was, among the counties which comprise Area XV, a wide variance in both the percentage of families below the poverty level and in the median family income in 1969 dollars. Wapello county, for example, had the highest median family income (slightly more than $8,500) in Area XV. On the other hand, the median family income in Van Buren county was $6,010, and 17.8% of the families in Van Buren and Wayne counties were below the poverty level established by the federal government.

It should be noted that there were 2,473 Vietnam veterans in Area XV as of the April, 1970 census.

The reader's attention is directed to the fact that there were 2,385 persons 16-21 not employed or in school in 1970.

These last three groups, persons below poverty level, Vietnam veterans, and unemployed youth, might serve as target groups for the area school through increased admissions efforts in regard to these groups and through the provision of special programming to meet the needs of these persons.

A considerable amount of pertinent data is available from the State Department of Public Instruction's Population Needs Profile, and is excerpted in Table XII. Some of the salient factors pertaining to Area XVI include the following: There was a very small percentage of persons from minority ethnic groups; Only 1.8% of the population in Area XVI was black, and the percentage of Spanish Americans and other minority races was insignificant. For this reason it is highly unlikely that Southeastern Iowa Community College would provide special programming of any magnitude for members of minority groups; the numbers are so low that it would be difficult to justify special programs for such persons. The need for special programs for such minority group members is nonetheless real, and it is unlikely that Keokuk or Burlington Community Colleges will draw heavily from these groups without such programming. It is more likely that the students will seek their education in neighboring institutions where the percentages of minorities are substantially higher and where special programming might exist.

There was among the counties which comprise Area XVI, a slight variance in both the percentage of families below the poverty level and in the median family income in 1969 dollars. Des Moines County, for example, had the highest median family income (slightly more than $9,600 and the lowest percentage of families below the poverty level 6.6%) in Area XVI. On the other hand, the median family income in Lee County was $8,955, and 8.4% of the families in Lee County were below the poverty level established by the federal government.

It should be noted that there were 2,439 Vietnam veterans in Area XVI as of the April, 1970 census.

The reader's attention is directed to the fact that there were 1,589 persons 16-21 not employed or in school in 1970.

These last three groups, persons below poverty level, Vietnam veterans, and unemployed youth, might serve as target groups for the area school through increased admissions efforts in regard to these groups and through the provision of special programming to meet the needs of these persons.

TAB

POPULATION NEEDS PROFILE SUMMARY *

AREA I

Counties	Population	% Black	% Span Amer.	% Other Races	Pop. 16-21 Not in School Unemp. or not in Labor Force	Median Family Income	% Families Below Poverty Level	No. Fam. with Public Assist.	No. Vietnam Veteran 1970
Allamakee	14,968	.0	.0	.0	120	$ 6,697	15.6	174	292
Chickasaw	14,969	.0	.0	.1	134	$ 7,700	13.4	115	289
Clayton	20,606	.0	.0	.1	246	$ 7,120	14.7	161	379
Delaware	18,770	.0	.0	.2	229	$ 7,819	15.0	100	354
Dubuque	90,609	.2	.2	.1	1,161	$10,168	7.6	495	1,934
Fayette	26,898	.2	.4	.0	211	$ 7,790	12.8	197	430
Howard	11,442	.0	.0	.2	157	$ 7,202	16.5	71	151
Winneshiek	21,758	.3	.2	.1	175	$ 7,762	10.5	171	339
Area Total	220,020	.1			2,433	$ 7,828	11.4	1,484	4,168
State Total	2,824,376	1.2	0.6	0.2	37,391	$ 9,018	8.9	23,426	58,116

* Excerpted from the State of Iowa, Department of Public Instruction, Career Education Division, Population Needs Profile 6310-B29456 - 5/73

TABLE XII

POPULATION NEEDS PROFILE SUMMARY *

AREA II

Counties	Population	% Black	% Span Amer.	% Other Races	Pop. 16-21 Not in School Unemp. or not in Labor Force	Median Family Income	% Families Below Poverty Level	No. Fam. with Public Assist.	No. Vietnam Veteran 1970
Cerro Gordo	49,335	.5	2.0	.2	674	$ 9,185	7.7	394	874
Floyd	19,860	.0	.0	.2	360	$ 8,275	10.0	125	314
Franklin	13,255	.0	.6	.0	150	$ 7,593	9.7	88	211
Hancock	13,227	.0	.0	.3	116	$ 7,740	8.9	82	203
Mitchell	13,108	.0	.0	.0	168	$ 7,600	9.9	93	185
Winnebago	12,990	.0	.0	.4	127	$ 8,574	5.8	81	205
Worth	8,968	.3	.7	.0	85	$ 8,505	8.8	52	161
Area Total	130,743	.2			1,680	$ 8,210	8.5	915	2,153
State Total	2,824,376	1.2	0.6	0.2	37,391	$ 9,018	8.9	23,426	58,116

* Excerpted from the State of Iowa, Department of Public Instruction, Career Education Division, Population Needs Profile 6310-B29456 - 5/73

TABLE XII

POPULATION NEEDS PROFILE SUMMARY *

AREA III

Counties	Population	% Black	% Span Amer.	% Other Races	Pop. 16-21 Not in School Unemp. or not in Labor Force	Median Family Income	% Families Below Poverty Level	No. Fam. with Public Assist.	No. Vietnam Veteran 1970
Clay	18,464	.0	.0	.1	315	$ 8,623	9.0	144	352
Dickinson	12,565	.0	.0	.0	134	$ 7,963	11.1	118	138
Emmet	14,009	.0	.0	.2	211	$ 8,413	11.8	125	337
Kossuth	22,937	.0	.6	.0	206	$ 7,876	11.7	177	298
Palo Alto	13,298	.0	.0	.1	123	$ 7,721	13.6	193	170
Area Total	81,273	.0			989	$ 8,119	11.3	757	1,295
State Total	2,824,376	1.2	0.6	0.2	37,391	$ 9,018	8.9	23,426	58,116

* Excerpted from the State of Iowa, Department of Public Instruction, Career Education Division, Population Needs Profile 6310-B29456 - 5/73

TABL II

POPULATION NEEDS PROFILE SUMMARY *

AREA IV

Counties	Population	% Black	% Span Amer.	% Other Races	Pop. 16-21 Not in School Unemp. or not in Labor Force	Median Family Income	% Families Below Poverty Level	No. Fam. with Public Assist.	No. Vietnam Veteran 1970
Lyon	13,340	.0	.0	.0	107	$ 7,301	10.9	76	267
O'Brien	17,522	.0	.3	.0	125	$ 7,586	10.1	135	275
Osceola	8,555	.0	.0	.1	117	$ 7,431	12.6	63	173
Sioux	27,996	.0	.0	.2	261	$ 7,637	12.6	102	495
Area Total	67,413	0			610	$ 7,489	11.6	376	1,210
State Total	2,824,376	1.2	0.6	0.2	37,391	$ 9,018	8.9	23,426	58,116

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* Excerpted from the State of Iowa, Department of Public Instruction, Career Education Division, Population Needs Profile 6310-B29456 - 5/73

TABLE XII

POPULATION NEEDS PROFILE SUMMARY *

AREA V

Counties	Population	% Black	% Span Amer.	% Other Races	Pop. 16-21 Not in School Unemp. or not in Labor Force	Median Family Income	% Families Below Poverty Level	No. Fam. with Public Assist.	No. Vietnam Veteran 1970
Buena Vista	20,693	.2	.0	.3	335	$ 8,793	8.9	147	364
Calhoun	14,287	.3	.0	.2	189	$ 7,741	11.4	117	203
Greene	12,716	.0	.0	.1	129	$ 8,619	11.1	144	94
Hamilton	18,383	.0	.6	.1	246	$ 8,332	8.9	143	363
Humboldt	12,519	.0	.4	.1	110	$ 8,267	9.6	124	141
Pochantas	12,729	.0	.0	.0	92	$ 7,686	9.9	79	211
Sac	15,573	.0	.0	.3	184	$ 7,911	9.9	129	239
Webster	48,391	1.3	.3	.0	677	$ 9,136	7.8	523	923
Wright	17,294	.0	.4	.1	183	$ 9,060	8.8	130	269
Area Total	172,585	.4			2,145	$ 75,545	9.2	1,536	2,807
State Total	2,824,376	1.2	0.6	0.2	37,391	$ 9,018	8.9	23,426	58,116

* Excerpted from the State of Iowa, Department of Public Instruction, Career Education Division, Population Needs Profile 6310-B29456 - 5/73

TABLE XII

POPULATION NEEDS PROFILE SUMMARY *

AREA VI

Counties	Population	% Black	% Span Amer.	% Other Races	Pop. 16-21 Not in School Unemp. or not in Labor Force	Median Family Income	% Families Below Poverty Level	No. Fam. with Public Assist.	No. Vietnam Veteran 1970
Hardin	22,248	.3	.0	.2	419	$ 8,717	8.7	187	313
Marshall	41,076	.7	.3	.2	548	$ 9,668	6.4	335	965
Poweshiek	18,803	.5	.4	.2	137	$ 8,487	8.9	184	304
Tama	20,147	.0	.2	2.6	169	$ 8,046	10.5	152	384
Area Total	102,274	.4			1,273	$ 8,730	7.9	858	1,966
State Total	2,824,376	1.2	0.6	0.2	37,391	$ 9,018	8.9	23,426	58,116

* Excerpted from the State of Iowa, Department of Public Instruction, Career Education Division, Population Needs Profile 6310-B29456 - 5/73

TABLE XII

POPULATION NEEDS PROFILE SUMMARY *

AREA VII

Counties	Population	% Black	% Span Amer.	% Other Races	Pop. 16-21 Not in School Unemp. or not in Labor Force	Median Family Income	% Families Below Poverty Level	No. Fam. with Public Assist.	No. Vietnam Veteran 1970
Black Hawk	132,916	5.0	.7	.3	2,153	$ 10,053	7.3	1,361	3,023
Bremer	22,737	.5	.7	.3	260	$ 8,893	9.5	132	486
Buchanan	21,746	.0	.2	.1	379	$ 8,069	12.6	185	323
Butler	16,953	.0	.0	.1	183	$ 7,665	11.3	185	259
Grundy	14,119	.0	.3	.1	123	$ 8,412	5.8	103	259
Area Total	208,471	3.2			3,098	$ 8,618	8.3	1,966	4,350
State Total	2,824,376	1.2	0.6	0.2	37,391	$ 9,018	8.9	23,426	58,116

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* Excerpted from the State of Iowa, Department of Public Instruction, Career Education Division, Population Needs Profile 6310-B29456 - 5/73

TABLE XII

POPULATION NEEDS PROFILE SUMMARY *

AREA IX

Counties	Population	% Black	% Span Amer.	% Other Races	Pop. 16-21 Not in School Unemp. or not in Labor Force	Median Family Income	% Families Below Poverty Level	No. Fam. with Public Assist.	No. Vietnam Veteran 1970
Clinton	56,749	.7	.5	.1	836	$ 9,660	6.6	424	1,152
Jackson	20,839	.0	.0	.3	244	$ 8,215	12.7	172	320
Louisa	10,682	.0	1.3	.0	149	$ 8,668	9.8	44	252
Muscatine	37,181	.4	2.6	.1	485	$ 9,728	6.5	300	830
Scott	142,687	2.9	1.6	.3	2,028	$10,774	7.0	1,375	3,709
Area Total	268,138	1.7			3,742	$47,045	7.4	2,315	6,263
State Total	2,824,376	1.2	0.6	0.2	37,391	$ 9,018	8.9	23,426	58,116

* Excerpted from the State of Iowa, Department of Public Instruction, Career Education Division, Population Needs Profile 6310-B29456 - 5/73

ABLE XII

POPULATION NEEDS PROFILE SUMMARY *

AREA X

Counties	Population	% Black	% Span Amer.	% Other Races	Pop. 16-21 Not in School Unemp. or not in Labor Force	Median Family Income	% Families Below Poverty Level	No. Fam. with Public Assist.	No. Vietnam Veteran 1970
Benton	22,885	.0	.2	.0	306	$ 8,447	8.0	159	430
Cedar	17,655	.0	.2	.1	170	$ 8,820	8.3	85	321
Iowa	15,419	.0	.4	.1	171	$ 7,688	11.0	93	244
Johnson	72,127	.6	.5	1.0	605	$ 9,744	7.5	342	2,071
Jones	19,868	.5	.5	.1	409	$ 8,080	10.9	145	588
Linn	163,213	1.1	.7	.2	2,435	$10,720	5.7	1,099	4,361
Washington	18,967	.2	.2	.0	265	$ 8,776	7.4	145	341
Area Total	330,134	.7			4,361	$ 8,896	7.1	2,072	8,356
State Total	2,824,376	1.2	0.6	0.2	37,391	$ 9,018	8.9	23,426	58,116

* Excerpted from the State of Iowa, Department of Public Instruction, Career Education Division, Population Needs Profile 6310-B29456 - 5/73

TABL XII
POPULATION NEEDS PROFILE SUMMARY *

AREA XI

Counties	Population	% Black	% Span Amer.	% Other Races	Pop. 16-21 Not in School Unemp. or not in Labor Force	Median Family Income	% Families Below Poverty Level	No. Fam. with Public Assist.	No. Vietnam Veteran 1970
Audubon	9,595	.0	.0	.0	64	$ 6,566	14.8	85	120
Boone	26,470	.2	.3	.1	561	$ 8,412	7.9	229	591
Carroll	22,912	.0	.3	.1	195	$ 7,973	10.7	123	362
Dallas	26,085	.2	.3	.1	344	$ 9,246	8.4	213	455
Guthrie	12,243	.0	.4	.1	205	$ 7,362	9.9	93	141
Jasper	35,425	.1	.4	.0	473	$ 9,361	7.7	297	599
Madison	11,558	.0	.0	.5	147	$ 7,711	13.2	123	128
Marion	26,352	.7	.5	.0	333	$ 8,267	10.8	215	529
Polk	286,101	4.1	1.2	.3	4,037	$10,681	6.1	3,004	6,726
Story	62,783	.6	.6	1.0	587	$ 9,687	6.9	339	1,508
Warren	27,432	.1	.2	.1	339	$ 9,958	6.7	137	526
Area Total	546,956	2.3			7,285	$ 8,657	7.4	4,858	11,685
State Total	2,824,376	1.2	0.6	0.2	37,391	$ 9,018	8.9	23,426	58,116

* Excerpted from the State of Iowa, Department of Public Instruction, Career Education Division, Population Needs Profile 6310-B29456 - 5/73

TABLE XII
POPULATION NEEDS PROFILE SUMMARY *

AREA XII

Counties	Population	% Black	% Span Amer.	% Other Races	Pop. 16-21 Not in School Unemp. or not in Labor Force	Median Family Income	% Families Below Poverty Level	No. Fam. with Public Assist.	No. Vietnam Veteran 1970
Cherokee	17,269	.0	.0	.1	222	$ 8,520	6.7	148	256
Crawford	18,780	.0	.0	.1	229	$ 7,831	10.7	84	423
Ida	9,190	.0	.0	.1	120	$ 8,847	7.5	30	183
Monona	12,069	.0	.0	.1	136	$ 6,974	12.3	66	173
Plymouth	24,312	.2	.5	.0	297	$ 8,186	11.4	119	503
Woodbury	103,052	1.0	.6	.8	1,565	$ 9,034	9.2	1,088	2,684
Area Total	184,672	.6			2,569	$ 8,232	9.5	1,535	4,222
State Total	2,824,376	1.2	0.6	0.2	37,391	$ 9,018	8.9	23,426	58,116

* Excerpted from the State of Iowa, Department of Public Instruction, Career Education Division, Population Needs Profile 6310-B29456 - 5/73

TA E XII

POPULATION NEEDS PROFILE SUMMARY *

AREA XIII

Counties	Population	% Black	% Span Amer.	% Other Races	Pop. 16-21 Not in School Unemp. or not in Labor Force	Median Family Income	% Families Below Poverty Level	No. Fam. with Public Assist.	No. Vietnam Veteran 1970
Cass	17,007	.0	.3	.2	176	$ 7,453	9.6	99	311
Fremont	9,282	.0	.4	.2	56	$ 7,805	11.7	75	166
Harrison	16,240	.0	.6	.1	183	$ 7,449	11.5	147	284
Mills	11,606	.4	.6	.1	406	$ 8,917	7.7	77	225
Page	18,507	.3	.6	.2	217	$ 7,684	10.2	153	307
Pottawattamie	86,991	.7	1.0	.3	1,233	$ 9,356	8.0	849	1,981
Shelby	15,528	.0	.0	.2	135	$ 8,010	10.8	62	288
Area Total	175,161	.4			2,406	$ 8,096	9.2	1,462	3,562
State Total	2,824,376	1.2	0.6	0.2	37,391	$ 9,018	8.9	23,426	58,116

* Excerpted from the State of Iowa, Department of Public Instruction, Career Education Division, Population Needs Profile 6310-B29456 - 5/73

TAB[illegible]XII
POPULATION NEEDS PROFILE SUMMARY *

AREA XIV

Counties	Population	% Black	% Span Amer.	% Other Races	Pop. 16-21 Not in School Unemp. or not in Labor Force	Median Family Income	% Families Below Poverty Level	No. Fam. with Public Assist.	No. Vietnam Veteran 1970
Adair	9,487	.0	.0	.5	78	$ 7,693	11.0	57	137
Adams	6,322	.0	.0	.3	48	$ 7,020	17.0	49	49
Clarke	7,581	.0	.0	.0	142	$ 7,223	13.1	71	139
Decatur	9,737	.0	.0	.8	93	$ 5,690	19.2	144	169
Montgomery	12,781	.0	.3	.3	141	$ 8,188	10.1	111	157
Ringgold	6,373	.2	.0	.3	71	$ 6,602	14.4	39	115
Taylor	8,790	.0	.0	.1	85	$ 6,005	19.2	46	108
Union	13,557	.0	.0	.2	168	$ 7,166	12.3	157	293
Area Total	74,628	.0			826	$ 6,948	13.7	674	1,167
State Total	2,824,376	1.2	0.6	0.2	37,391	$ 9,018	8.9	23,426	58,116

* Excerpted from the State of Iowa, Department of Public Instruction, Career Education Division, Population Needs Profile 6310-B29456 - 5/73

TABLE XII
POPULATION NEEDS PROFILE SUMMARY *

AREA XV

Counties	Population	% Black	% Span Amer.	% Other Races	Pop. 16-21 Not in School Unemp. or not in Labor Force	Median Family Income	% Families Below Poverty Level	No. Fam. with Public Assist.	No. Vietnam Veteran 1970
Appanoose	15,007	1.0	.3	.0	223	$ 6,394	17.2	165	292
Davis	8,207	.0	.0	.1	126	$ 6,980	15.0	103	91
Jefferson	15,774	.8	.4	.2	215	$ 8,457	9.3	99	347
Keokuk	13,943	.0	.0	.0	144	$ 7,139	14.6	62	259
Lucas	10,163	.0	.7	.0	147	$ 7,217	14.7	125	138
Mahaska	22,177	.4	.9	.3	325	$ 7,488	14.3	287	367
Monroe	9,357	.0	.0	.0	200	$ 7,343	15.0	149	164
Van Buren	8,643	.0	.0	.6	107	$ 6,010	17.8	69	68
Wapello	42,149	.7	.2	.1	819	$ 8,511	9.7	584	670
Wayne	8,405	.0	.2	.3	79	$ 6,024	17.8	88	77
Area Total	153,825	.5			2,385	$ 7,156	13.4	1,731	2,473
State Total	2,824,376	1.2	0.6	0.2	37,391	$ 9,018	8.9	23,426	58,116

* Excerpted from the State of Iowa, Department of Public Instruction, Career Education Division, Population Needs Profile 6310-B29456 - 5/73

TABLE XII
POPULATION NEEDS PROFILE SUMMARY *

AREA XVI

Counties	Population	% Black	% Span Amer.	% Other Races	Pop. 16-21 Not in School Unemp. or not in Labor Force	Median Family Income	% Families Below Poverty Level	No. Fam. with Public Assist.	No. Vietnam Veteran 1970
Des Moines	46,982	1.6	.9	.3	673	$ 9,635	6.6	323	1,077
Henry	18,114	.5	.5	.2	193	$ 9,127	7.2	115	397
Lee	42,996	2.3	1.5	.2	723	$ 8,955	8.4	449	965
Area Total	108,092	1.8			1,589	$ 9,239	7.4	887	2,439
State Total	2,824,376	1.2	0.6	0.2	37,391	$ 9,018	8.9	23,426	58,116

* Excerpted from the State of Iowa, Department of Public Instruction, Career Education Division, Population Needs Profile 6310-B29456 - 5/73

E. Trends in Student Characteristics

Each fall since 1970 all students enrolled in credit courses in the Vocational-Technical and the Arts and Sciences Divisions of the area schools have been asked to complete a questionnaire. The questionnaire has contained between 20 to 23 items pertaining primarily to demographic characteristics. 22,040 students completed the questionnaire in full or in part in the fall of 1972. Through the medium of the computer and the Statistical Package for the Social Sciences (SPSS) detailed and extensive tables have been produced from the questionnaire responses.

This section of the report is an attempt to discuss the most significant data from these tables, especially for the fall of 1972. It is important to remember that all conclusions are based on state-wide data unless otherwise indicated, and that they may not be generalizable to every area school. The personnel at each area school should cross-check particular trends cited in this section with the individual school printouts which accompany this report. In this way it is possible to ascertain whether the trends exhibited by a particular area school are atypical or agree with the state-wide tendencies.

In this section percentages are rounded off to the nearest whole number and generally are calculated with the Veterans' Farm Coop (VFC) students included. Exceptions are found where specific comparisons are drawn between Vocational-Technical and Arts and Sciences students, in which case the VFC students are excluded from the data.

The initial question asked of the students related to their educational background prior to the fall term of 1972. Four alternatives were given: 1) New student (first time in higher education); 2) Transfer student from another institution; 3) Student returning to the same institution in the same program; 4) Student returning to the same institution in a different program. For purposes of this discussion "New Student" refers to persons who chose 1) or 2) above; and "Returning Student" refers to those who selected 3) or 4).

Following is a summary of the responses:

In the fall of 1972, 50.5% of the student body in the area schools were enrolled in the Vocational-Technical Divisions, and 49.5% in the Arts and Sciences Division. In the Vocational-Technical Division, 65% were new students to higher education, 35% returning students. In the Arts and Sciences Division 54% were new, 46% returning. (Refer to Tables XIII and XIV)

Vocational-Technical students are more likely than Arts and Sciences students to be first time new students or students returning but in a new program. Arts and Sciences students tend to be students returning to the same program or transfer students new to the institution.

Of the total student body enrolling in the fall of 1972, 58% were new students to higher education, while 42% were returning to the same institution, some to new programs, most to the same program. Six percent of all students in the area schools were transfers, and 52% of them were new to higher education.

TABLE XIII

LAST YEAR IN SECONDARY SCHOOL VS. TYPE OF STUDENT

	LAST IN HIGH SCHOOL			
	Prior-1971	1971	1972	Totals
New Student	3719	1015	6524	1158 52%
Transfer	923	336	50	1309 6%
Return - Same Program	4950	2820	303	8073 37%
Return - New Program	789	266	35	1090 5%
Totals	10,381 48%	4437 20%	6912 32%	

No. Missing = 310

TABLE XIV

PROGRAM OF STUDIES VS. TYPE OF STUDENT

	VFC	Voc-Tech	A & S	Totals
New Student	370	6282	4731	11,383 52%
Transfer	27	507	777	1311 6%
Return-Same Program	816	3015	4272	8103 37%
Return-New Program	31	619	440	1090 5%
Totals	1244 6%	10,423 48%	10,220 47%	

No. Missing = 153

Of the students enrolling for the first time, 58% were 1972 high school graduates, and 33% were last in secondary school prior to 1971. About 90% of the new students were enrolling in an institution of higher education for the first time while 10% were transfer students. It is obvious that although substantial numbers of students delay their enrollment in higher education, education in the area schools is still largely for the young. Of the returning students, 88% were returning to the same program, 12% to a new program. Students tend to return in order to complete their original program, but there are significant numbers of "internal transfers".

Very high percentages of students new to higher education were enrolled at Area III, campus 1; Area V, campus 3; Area XI, campus 2; Area XI, campus 3; Area XII, campus 1; and Area XII, campus 2. Low percentages were registered at Area XII, campus 3 and Area XII, campus 4.

Some campuses attract a much higher percentage of transfer students than do others. 15% of students at Area XI, capus 3, were transfers, while four campuses reported no transfer students (Area I, campus 2; Area XII, campus 3; Area XIII, campus 3; Area XIII, campus 4). It is beyond the scope of this study, but would be of interest, to discover the reasons for this range. Why are some institutions more likely to attract transfer students than others?

Students who are returning to the same program, but especially those returning but to a different program, generally report slightly lower family incomes than do other categories of students. Of the four categories of students mentioned, students new to higher education are most likely to live in dormitories, least likely to live at home, and most likely to report that they receive substantial financial assistance from their parents.

Full-time students differ in some characteristics from part-time students. Although most differences would be expected, some are unusual or unanticipated. Following is a review of some of these variables:

First of all, 18,244 of the 21,984 who responded, were enrolled full time. That comprises 83% of the total. 56 students did not respond to this item on the questionnaire.

Of the full-time students attending area schools in Iowa, 61% reportedly lived within ten miles of school. This was only slightly less likely with part-time students, with 56% reported they lived within ten miles of school. It is to be noted that 11% of the part-time students were willing to travel 50 miles or more to classes.

Fully 65% of the full-time students lived at home, while 86% of the part-time students did so. Eight percent of the full-time students lived in dorms, as did 2% of the part-timers. Of all students in the area schools, 7% lived in dorms, while 68% lived at home. NOTE: "Live at home" could mean the student is living with parents or living in his/her own home--in comparing temporary residence with high school year, it was found that 77.5% of those who graduated prior to 1971, but only 59% of the 1972 graduates, indicated they lived at home.

Part-time students tend to report higher family income; only 18% of them reported an annual family income of less than $5,000, but 28% of the full-time students reported an income level of less than $5,000. Incidentally, 11% of all students reported family incomes over $15,000, while 26% of all students indicated their family incomes were below $5,000.

Of the full-time students enrolled in area schools, 47% received financial aid, while only 31.5% of the part-time students did. This seems to be related to need as indicated by the part-time vs. full-time income levels indicated above. Part-time students are much less likely to receive direct financial help from parents--80% reported they got none. On the other hand, 52% of the students enrolled full time said they received no financial help from their parents. Only 20% of the total student body enrolled in area schools received 76-100% aid, while 56% of all students reported no parental contribution to their expenses. (See Table XV)

In Iowa's area schools, 62% were males and 38% females. As would be expected, the male-female ratio in the area schools varied from 100% male at Area XII, campus 3; Area XII, campus 2; and Area XIII, campus 4. Seven campuses (Area V, campus 3; Area XI, campus 3, Area XII, campus 2; Area XIII, campus 3; Area XIII, campus 4; Area XVI, campus 2; Area XVI, campus 4) enrolled more females than males. The general trend seems to be 60-70% male to 30-40% female, with a total of 62.3% males to 37.7% females enrolled. Although the student responses to the item concerning ethnic group are subject to question, the study body enrolling in the fall of 1972 was comprised of 96% (20,214) Caucasians, 2.2% (454) Afro-Americans, and less than .5% each of American Indians, Orientals, or Spanish Americans. The majority of students of minority ethnic groups who were enrolled had last been in secondary school prior to 1971. Thus, those enrolling from minority ethnic groups seem to be older students. 74% of the Afro-American students were enrolled in the Arts and Sciences Division and the majority of all minority ethnic groups were enrolled in the Arts and Sciences Division.

The largest percentage of Afro-Americans was enrolled at Area XI, campus 1 (132 or 29% of the total Afro-American enrollment). Second largest was Area VI, campus 3 with 52, or 11% of the total. Area X enrolled the largest number of American Indians: 15, or 17% of the total Indian enrollment. There were 42 Orientals and 84 Spanish Americans enrolled at area schools, as well as 175 students of "other" origin.

It is not surprising that Polk rated as the county of origin of 55% (133) of the Afro-Americans (Blacks) enrolling in area schools. Afro-Americans comprised 20% (126) of the other-state residents enrolled in area schools, and 4% (3) of the foreign students. Orientals made up 14% (11) of the foreign resident students. (See Table XVI)

Most area campuses have a fairly young student body, with the highest percentages of students in the 20 and under age group, and 80-90% or more of the students in the 35 and under age group. An exception is Area XII, campus 4, which enrolled 28% of its students in the 36-45 age group. Arts and Sciences students tend to be older; 69% of them were under 23 years of age. This was true of 75% of the Vocational-Technical student body. It is inappropriate to draw firm conclusions regarding student ages on the basis of these data, since one very large institution, Area XI, did not report student age categories.

TABLE XV
FULL TIME/PART TIME BY AREA SCHOOL

	Full-Time		Part-Time		Total
Area I	727	98%	18	2%	745
Area II	1422	95%	77	5%	1499
Area III	670	92%	59	8%	729
Area IV	402	82%	88	18%	490
Area V	1757	96%	79	4%	1836
Area VI	1654	88%	224	12%	1878
Area VII	1107	97%	31	3%	1138
Area IX	1138	80%	288	20%	1426
Area X	2321	73%	850	27%	3171
Area XI	2184	67%	1075	33%	3259
Area XII	916	99%	2	1%	918
Area XIII	1310	75%	429	25%	1739
Area XIV	374	90%	42	10%	416
Area XV	944	94%	55	6%	999
Area XVI	1118	73%	423	27%	1541
Totals	18,244 83%		3740 17%		

No. Missing = 56

TABLE XVI

DIVISION BY ETHNIC GROUP

	VFC	VOC-TECH	A&S	TOTALS
Black	5	117	335	457
Indian	1	38	49	88
White	1222	9819	9323	20,364
Oriental	2	16	24	42
Spanish Surname	0	35	49	84
Other	8	67	100	175
Total	1238	10,092	9880	

No. Missing = 830

Arts and Sciences students were slightly more likely to be married than those in Voc-Tech; 24% vs. 19% respectively. This is probably a function of age. Of the single students 90% were enrolled full time, as compared with 66% of the married students and 69% of the divorced students. The ratio of single to married students ranged from 13% single students/86% married students at Area XII, campus 4, to 93% single students/6% married students at Area VI, campus 3.

Some 97.5% of the students who were last in high school in 1972 and who enrolled in an area school in 1972 were single, as were 93% of those who were last in secondary school in 1972. Seventy percent of all students were single, 25% were married. Of the married students 93% were last in secondary school prior to 1971, and they comprised about half of the total prior to '71 graduates. Only 728 divorced students were enrolled in area schools in the fall of 1972.

When the variable of permanent residence is studied, the range is fairly large; ninety percent or more of the students coming from two counties (Buena Vista, 91%; Decatur, 90%) were single; from nine counties only 48% to 60% of the students going to area schools were single (Guthrie, 59%; Harrison, 49%; Ida, 59%; Linn, 56%; Mahaska, 58%; Shelby, 52%). In all cases single and married students are the dominant subgroups; divorced, widowed and separated students are very small minority groups. Students coming from other states tend to be single: 77% single, 20% married. The same is true of students holding permanent residence in other countries: 83% single, 16% married.

The item concerning Family Income levels, as reported by the students, warrants additional comment. It is difficult to determine whether students perceive "family income" as that which is provided by their parents, or that which they provide themselves, or with their spouses. For instance, as students approach both upper and lower age categories their family incomes increase - in other words, the middle age groups have the lowest income. A possible explanation is that the young report their parents' income and have adequate resources. The students in the middle group, however, probably think of family income as that which they provide themselves.

Income levels reported by students do not vary greatly among institutions. The greatest percentage in any one category (20%) placed their income from $9,000 to $11,999. The smallest categories were $15,000 to $17,999 (5%) and $18,000 and over (6%). 14% reported incomes under $3,000. The overall statistics are somewhat misleading, since twelve campuses (Area I, campus 2; Area III, campus 1; Area III campus 2; Area IV, campus 1; Area IX, campus 1; Area XI, campus 3; Area XII, campus 1, Area XII, campus 3, Area XIV, campus 1; Area XV, campus 1; Area XVI, campus 3, Area XVI, campus 4) showed between 20% and 30% of their students in one category, the under $3,000 category, and Area XVI, campus 3, though having a total enrollment of only 22, showed 18 of those (82%) were in the under $3,000 bracket.

In this self-report of annual family income about 10% of the students is Iowa's area schools reported incomes in excess of $15,000. Twenty percent reported family incomes in the $9,000 to $11,999 category, this comprising the most common income range reported.

State-wide, the highest percentage of Arts and Sciences students in any one category (22%) were in the $9,000 to $11,000 group. The same was true of students enrolled in the Vocational-Technical Division with 19% in the $9,000 to $11,000 category. There seems to be a direct relationship between a higher income level and enrollment in the Arts and Sciences. The range is from 48% of those in the Arts and Sciences reporting incomes over $9,000 (38% in Voc-Tech) and 30% of the Voc-Tech (21% of the Arts and Sciences) students reporting family incomes below $5,000 per year.

Over 50% of those who were last in secondary school in 1971 and 1972 reported family income of $9,000 or more. Only 33% of those having last been in high school prior to 1971 were in that category. For the 1971 and 1972 high school graduates, the highest percentage of students in any single income category was in the $9,000 to $11,000 range (22%; 25%), while for the prior to 1971 graduates it was in the under $3,000 category (18%). (See additional comment at the end of this chapter.)

Students come to the area school with varying levels of education. Student responses to the question of educational background prior to enrolling in the area school are described below:

Less than one percent (0.6%, or 134) of the students reported they had completed grade school or less; 2% (439) had completed some high school but had not graduated. The majority of the students, 79%, indicated graduation from high school as their highest educational level; 14% said they had done some post high school work prior to enrolling in the area school.

Arts and Sciences students appear to have had slightly more educational experience. Fully 16% of them had had some post high school work, while this was true of only 13% of the Vocational-Technical students, of whom 1.5% had less than a high school diploma; 4% of the Voc-Tech students reported they had not graduated from high school.

According to the student questionnaire information, 719 high school students were concurrently enrolled in Iowa's area schools. Of the area school enrollments, 32% indicated they had last been in secondary school in 1972, 20% were last enrolled in high school in 1971, and 48% were last there prior to 1971.

Of the total enrollment, although 52.5% of those who were last in secondary school prior to 1971 were enrolled in the Arts and Sciences Division, only 44% of the 1972 graduates elected Arts and Sciences, and 56% enrolled in the Vocational-Technical Divisions of the area schools.

At Area II 39% of the students were 1972 high school graduates, as compared to 61% at Area III, campus 1, 26% at Area X, 26% at Area XIII, campus 1, and 24% at Area XV, campus 1. Areas X, XIII and XV seem to be attracting a greater percentage of older students than other areas, while Area II and III are drawing more students immediately upon high school graduation.

An attempt was made on the questionnaire to determine the educational background of the parents of area school students. These data are important in estimating college-proneness on the part of students.

There seems to be a positive correlations between a father's level of education and student's enrollment in the Arts and Sciences Division. The relationship ran from 41% of those whose fathers completed grade school or less enrolling in the Arts and Sciences (59% Voc-Tech), to 60% of those whose fathers were college graduates enrolling in Arts and Sciences (40% Voc-Tech). In both divisions the greatest percentage of students reported high school graduation as their father's highest level of education.

Over 37% of the Voc-Tech students reported their fathers had less than a high school diploma, while that was true of only 30% of the Arts and Sciences students. Voc-Tech students' fathers had had some college, at a rate of 19%, while 28% of the Arts and Sciences students' fathers had had some college.

Of all students reporting, 40% had fathers whose highest level of education was high school graduation; 17% reported their fathers had completed grade school or less; 18% had completed some high school, though had not graduated. At the other end of the spectrum 11% reported their fathers had attended some college but had not graduated, while 12% reported their fathers were college graduates. 44% of the older students (last in school prior to 1971) reported their fathers had attained an education level of less than high school graduation, as compared with only 28% of the students who were last in secondary school in 1971 or 1972.

Students permanently residing in two counties reported an exceptionally high percentage of fathers having completed only grade school or less: Sioux County, with 54.5% and Winneshiek, with 51.5%. Most students, including students from other states, followed the trends noted in the preceding paragraph, but other-country students did not. Of foreign students, 23% reported their fathers had completed grade school or less, 26% had fathers whose highest level of education was high school graduation, and 29% reported their fathers were college graduates. (Other categories were insignificant.)

Nearly 52% of all students reported their mothers had, as highest level of education, high school graduation; 9% reported their mothers had completed grade school or less; 13% had completed some high school, though had not graduated. At the other end of the scale, 12% reported their mothers had attended some college but had not graduated, while 13% reported their mothers were college graduates. Of those students who had last been in secondary school prior to 1971, 30% reported their mothers had attained less than a high school graduation educational level, as compared with only 16% of those last in school in 1971, and 15% of those who were 1972 high schoolers. These trends follow those reported above regarding father's education. Recent high school graduates report both parents have attained a higher level of education. Regardless of students' year of high school attendance or major field of study, students' mothers tend to be better educated than the fathers.

There seems to be a slight positive correlation between mother's level of education and student's enrollment in the Arts and Sciences Division. As discussed above, this was true, but more pronounced, for fathers as well. Arts and Sciences students tend to have parents with more years of education. Nineteen percent of the Arts and Sciences mothers had less than a high school education, while this was true of 23% of the voc-tech students' mothers.

Students permanently residing in two counties reported an exceptionally high percentage of mothers having completed only grade school or less: Sioux county, with 39% and Winneshiek, with 35%. These are the same counties which had a high percentage of fathers in the same category. However, the percentages are lower for mothers and not as outstanding. Most students, including students from other states, followed the trends note above.

When mother's educational level is compared with father's, 27% of the students reported their parents had both graduated from high school; 8% had mothers who were high school graduates and fathers who had completed some high school but had not graduated; 78% of the students reported their mothers were either as well, or more educated than their fathers. 4% of the students had parents who had both graduated from college. (See Table XVII).

Students choose to attend a particular school for many reasons. Most area school students come for the following reasons: The existence of a particular program of studies, closeness to home, low cost, or the open door admissions policy of the institution.

Regardless of year of high school graduation, the most important reason stated by students for attending the area school was the particular type of program in which they were enrolled. The Open Door Policy was of very minor importance, according to the students.

The primary reason for attending an institution varied significantly by the division in which students enrolled. Over 77% of the voc-tech students stated that the particular type of program was the most important reason they chose the school. Other choices were relatively unimportant. Only 22% of arts and sciences students stated particular program as the most important reason for enrolling. For them, the low cost (34%) and closeness to home (25%) rated highest, while 15% stated "other" as their most important reason. It would be in teresting, but beyond the scope of this study, to discover what these "other" reasons were.

The importance of various reasons for attending also varies greatly from school to school. Over 88% of students at Area VII stated particular program as their most important reason, while only 13% of those at Area III, campus 2, stated that as their most important reason. This, too, of course is a reflection of the program of studies (Arts and Sciences or Voc-Tech) at a given campus.

45.5% of students permanently residing in Appanoose, 43% from Page, and 45% of those from Union county stated closeness to home as their most important reason for attending their area school, while 54% of the other-state students and 39% of the foreign students attended mainly because of particular program, and 25% of the other-state students and 44% of the foreign students listed the "other" category as their most important reason.

TABLE XVII

MOTHER'S GRADE VS. FATHER'S GRADE

		MOTHER'S							
		DON'T KNOW	GRADE SCH. OR LESS	SOME H.S. NOT GRAD.	H.S. GRAD.	H.S. EQUIV. CERT.	SOME COLL. NOT GRAD.	COLLEGE GRAD.	TOTALS
FATHER'S	DON'T KNOW	780	2	6	14	0	3	3	810(4%)
	GRADE SCH. OR LESS	33	1246	516	1140	31	217	172	3355(17%)
	SOME H.S.-NOT GRAD.	29	219	1041	1635	49	282	258	3513(17%)
	H.S. GRADUATE	80	243	701	5207	91	748	780	7850(39%)
	H.S. EQUIV. CERT.	0	10	43	129	27	20	28	257(1%)
	SOME COLL.-NOT GRAD.	30	43	127	1077	29	473	339	2118(11%)
	COLLEGE GRAD.	21	21	72	764	21	507	884	2291(11%)
	TOTALS	973 5%	1784 9%	2507 12%	9966 49%	248 1%	2250 11%	2466 12%	

Area school administrators are vitally concerned with the question of how to best provide the greatest number of students with information about the opportunities available at the school.

Students at most campuses indicate the high school counselor is the best source of information about the area school, with other student as the second best source.

Six campuses (Area VI, campus 3; Area IX, campus 3; Area XII, campus 2; Area XII, campus 4; Area XIII, campus 1; Area XIII, campus 3) showed "other student" as the best source, five of those indicating high school counselor as the second best source. The sixth, Area XII, campus 4, showed radio, TV and newspaper as the second best source. Area XVI, campus 3 listed Vocational Rehabilitation as the primary source, admission counselor as secondary. It is notable that although some of these are not the primary campus of an area school, many of them are.

Both vocational-technical (35%) and arts and sciences (26%) students cited the high school counselor as the best source of information. Next in importance were other student and "other". The "other" category is a nebulous and sometimes puzzling response throughout this discussion, since all we know is what the student did not indicate and only what we can guess as far as what that other answer might be. Among those sources cited by smaller numbers of students, 2.2% of voc-tech students cited Employment Office (0.4% arts and sciences), 4.1% cited Vocational Rehabilitation. (1.8% arts and sciences), and 1.7% cited Welfare Agency (0.7% arts and sciences) 4.2% of arts and sciences students cited Employer (1.9% v-t). Although these agencies apparently are of minor importance in recruitment, they do tend to direct students enrolling in specific types of programs.

Both the 1971 and 1972 high school graduates named high school counselor as their best source of information followed by other student; students presently in the 1973 and 1974 high school classes, also cited high school counselor as the best source, probably because they were still enrolled in high school. Those who were last in secondary school prior to 1971 named other student as their best source followed by radio, TV and newspaper.

Only a few of the area schools provide dormitories. This, of course, is a reflection of the philosophy of many that the institutions are community schools.

A total of 77.5% of those who were last in secondary school prior to 1971 stated they lived at home, as compared with 61% of the 1971 graduates and 59% of the 1972 graduates. Recent high school graduates had a greater tendency to reside in dorms. About 63% of the 1972 graduates, and 23% of the 1971 graduates were dormitory residents. Only 13% of those who were 1970 or prior graduates lived in dormitories.

Of the small percentage of students who lived in dorms (7%), 58.5% were in the Arts and Sciences, while 64% of those living away from home, but not in dorms, were voc-tech students.

Vocational technical students tend to travel further to class daily than do arts and sciences students. 53% of the students traveling less than 10 miles were in the Arts and Sciences, while 65% of those traveling 26 to 50 miles, and 71% of those traveling more than 50 miles were in the Vocational-Technical Division. But again, the majority of students (58% of Voc-Tech ; 66% of Arts and Sciences) traveled less than ten miles to classes each day.

Looking at individual schools, three campuses (Area IV, campus 1 - 40%; Area XI, campus 1 - 38%; Area XII, campus 2 - 35%) had a relatively low percentage of students who lived within ten miles of classes. Two others were atypically high in this category. Area XI, campus 3 and Area XVI, campus 3 reporting 97% of their students traveling less than ten miles each way.

Regarding individual counties, 80% or more of students permanently residing in Buena Vista, Cherokee, Marshall and Union, as well as foreign students traveled less than ten miles to class. Only 65% of the students who reported permanent residence in another state traveled less than ten miles. Over 40% of permanent residents of six different counties (Cedar, 49%; Dallas, 49%; Davis, 45%; Jasper, 43%; Jefferson, 41%; Madison, 51%) reported they traveled 26 to 50 miles to class daily. 7% of permanent residents from Wayne county, 8% of those from Fremont, and 12% of those from VanBuren traveled more than 50 miles daily to class. Among those who listed permanent residence in counties not named, the tendency was to travel shorter distances to class.

Students were asked to indicate whether or not they expected to receive financial assistance while attending the area school. Approximately 45% said they did anticipate aid.

At most area schools, students were divided about equally between those who expected and those who did not expect to receive financial assistance. Area XI was an exception. At campus 1, 79% said they would not receive financial assistance. This was true of 83% at campus 2 and 92% at campus 3. At Area XII, campus 2, 75% did not receive financial aid but at Area XII, campus 4, 85% say they received financial aid as would 93.5% at Area XVI, campus 2.

Again, looking at students according to their counties of permanent residence, generally about 50% expected, and 50% did not expect financial assistance, with a variation of 19% either way. Exceptions were Boone, where 77% would not receive aid, Dallas with 78% receiving no aid, Madison (73%); Marion (79%); Polk (78%); Story (77%); Warren (87%). On the positive side 76% of those from Hancock county expected to receive financial aid, as did 71% from Howard, 70% from Monona. 56% of other-state students received financial aid, as did 36% of foreign students.

Students were also asked for specific information about the source of their financial aid. Nearly 94% of those receiving aid from the Veteran's Administration graduated from high school prior to 1971, as would be expected, since they must be veterans to qualify for the aid. Others may have been children of deceased veterans.

Students receiving aid from the Veteran's Administration have a slight tendency to be enrolled in the Vocational-Technical Division, though they also enroll in high numbers in the arts and sciences. The veterans farm coop students, by definition, receive such aid and 100% indicated that they did.

It is of some interest to note that 120 students in Iowa's area schools indicated they are receiving help from the veteran's rehabilitation program.

1160 students in Iowa's area schools received non-government sponsored assistance, most of them recent high school graduates. Nearly 53% of those students receiving a non-government sponsored scholarship were '72 high school graduates; 29% were '71 graduates; and only 18% of the prior to '71 graduates received such scholarships.

It is also of interest to note that 65.5% of those receiving non-government sponsored scholarships enrolled in the Arts and Sciences Division.

Of the students receiving a non-government sponsored loan, 42% were 1972 high school graduates; 27% were 1971 graduates; and 31% had graduated prior to 1971; and 60% of those receiving non-government sponsored loans were enrolled in Voc-Tech Division.

Several special aid programs seemed to favor the mature student. Approximately 61% of those receiving assistance from DRES had graduated from high school prior to 1971; 18% were 1971 graduates, 21% were 1972 graduates; and 66% were in the Vocational-Technical Division. MDTA students were also older students; 75% of those receiving MDTA aid were prior to 1971 high school graduates, 10% had graduated in 1971 and 14% in 1972. About 79% of those in the WIN program were prior to 1971 high school graduates, 13% were last in school in 1971, and 8% in 1972.

On the other hand, 42% of those receiving social security or other retirement benefits were 1972 graduates, 31% were 1971 graduates, and 27% had graduated from high school prior to 1971.

One of the issues concerning the need for institutions that provide low cost post high school education is clarified by the question of how much financial support students can expect from their parents. Almost 57% of the students indicated they expected no parental contribution and 11% said they expected less than 25% of their expenses. Of the 21,164 students responding, 19.5% said they expected at least 76% of their expenses to be borne by their parents. (See Table XVIII).

It should be no surprise that over 90% of the married, divorced, widowed and separated students reported they received no financial aid from their parents. However, 59% of the single students received at least some contribution, with 27% reporting a contribution of 76%-100% of their expenses. Of all students, 56% received no contribution from the parents; 20% received 76 to 100% financial support.

Of those who were last in secondary schools prior to 1971, 82% indicated they receive no financial contribution from their parents. The same was reported by 39% of the 1971 graduates and 31% of the 1972 graduates. However, 34% of the 1972 graduates reported that 76% to 100% of their expenses were paid by their parents, as did 25% of the 1971

TABLE XVIII

PARENTAL CONTRIBUTION BY LAST YEAR IN H.S.

	LAST HIGH SCHOOL YEAR Prior To 1971	1971	1972	Total	
No Contribution	8180	1691	2101	11,972	56.6%
Less than 25%	584	772	974	2,330	11.0%
26 - 50%	320	435	754	1,509	7.1%
51 - 75%	196	352	682	1,230	5.8%
76 - 100%	749	1,081	2,293	4,123	19.5%

TABLE XIX

FAMILY INCOME OF VARIOUS GROUPS

	UNDER $3,000	$3,000- $4,999	$5,000- $7,499	$7,500- $14,999	$15,000 OR MORE
Iowa Area Schools	14.3%	11.5%	19.3%	44.0%	10.1%
All Families	9.5%	12.7%	17.3%	41.8%	18.7%
Families with Children In College	2.9%	5.4%	10.3%	41.1%	40.2%
Iowa Families[6]	7.4%	10.4%	50.8%		16.2%

graduates and only 7.5% of those graduated prior to 1971.

The perception of some students may be clouded in regard to this issue. It is likely that many students who live with their parents, and eat their meals at home, indicated they receive "no contribution" from their parents. For this reason, the data mentioned above is probably somewhat spurious.

Related to the issues of financial aid and parental contribution is the factor of employment while enrolled. Nearly 67% of the students planned to be employed while enrolled, while 33% did not expect to work. Fully 21.5% expected to work 30 hours or more each week.

The range in number of hours worked by area school students varies widely. At Area XII, campus 2, 85% of the students were unemployed; while at Area XII, campus 4, 90% of students worked more than 30 hours a week.

Over 40% of students permanently residing in Guthrie, Harrison, Ida, Monona, and Shelby counties worked more than 30 hours per week. The percentage was smaller for students who listed other counties as their permanent residence.

There does not seem to be any apparent significant relationship between number of hours worked while enrolled and income level reported. This is somewhat of a surprise, since it could be expected that poorer students would tend to seek employment.

33% of the single students, 29% of the married students, and 48% of the divorced students expected to be unemployed. Most single students tended to expect to work 30 hours or less, while 50.5% of the married students worked more than 30 hours a week, as did 26.5% of the divorced students. There is an inverse relationship between amount of financial aid and number of hours employed.

The area schools claim to be training persons for businesses, industry, and the service occupations in Iowa. There were few students who definitely planned to seek employment in some other state after graduating, about 8% of the total.

Half of the voc-tech students planned to seek employment in Iowa after completing their education as compared to 40% of arts and sciences students. 43% of voc-tech students and 49% of arts and sciences students were undecided. 57% of those staying in Iowa were in Voc-Tech; 59% of those not staying were in Arts and Sciences.

Of students who were last in high school prior to 1971, 57% said they would stay in Iowa; 34% were undecided, while only 37% of the 1971 graduates and 42% of the 1972 graduates planned to stay in Iowa. Nearly 53% and 51.5% respectively were undecided. Younger students tend to be more undecided as to the location of their future emplyment.

There is a wide range between schools on the variable of plans to remain in Iowa. Nearly 93% of Area XII, campus 4, and 90% at Area XVI, campus 3 planned to stay in Iowa. 64% at Area V, campus 2 were undecided, while 28% at Area III, campus 2 and 29% at Area X, campus 2, did not plan to stay after graduation.

Of those students who listed as permanent residence other states, 13% expected to stay in Iowa while 53% were undecided. Foreign students were also considering remaining in Iowa. 21% said they would stay, and 36% were undecided.

Reported family incomes of area school students differ from those reported for families in general, and expecially for families of children enrolled in college nationwide. The American College Testing Program[5] reported on the percentages of families with certain levels of income. The figures reported by them, interpolated to eliminate the "no response" category, reveal an income level below $5,000 was true of 22.2% of the total population. Among those with enrolled children the percentage below $5,000 was 8.3%. The data from area school students shows 25.8% below $5,000 annually.

At the other end of the continuum, 18.7% of all families and 40.2% of all college families were at $15,000 or more annually. This was true of only 10.9% of Iowa area college student families. It is obvious that the economic status of area college students is unlike that of college students in general. (See Table XIX).

The foregoing summary is intended to give area school administrators an indication of what their students are like, at least along certain demogrphic dimensions. It is important to keep in mind that the responses are the students' own, and are subject to error through lack of factual information and/or falsification. They do, however, provide a base from which tentative conclusions might be drawn. It is with this caveat that they are presented.

FOOTNOTES

1. College and University Enrollments in America
   Garland Parker
   Regional American College Testing Program Office;
   Northbrook, Illinois
   April 1973, p. 5

2. Ibid., p. 10

3. 1972 Statistical Profile of Iowa
   Iowa Development Commission; Des Moines, Iowa
   1972, p. 38

4. Ibid., pp. 32,33

5. A Study of the College Investment Decision, Project Report 1 (Research Report # 59)
   Walter W. McMahan and Alan P. Wagner
   American College Testing Program

6. County and City Data Book, 1972 (A Statistical Abstract Supplement)
   U.S. Bureau of the Census
   Washington, D.C., 1973, p. 153

7. Department of Public Instruction
   Iowa Public School Census Data
   June 1972
   Unpublished Report

CHAPTER III

ANALYSIS OF MODEL AND APPLICATION

The present project included research to determine existent and feasible mathematical models for use by the area schools of the State of Iowa in projecting future enrollment. Extensive readings were done for this purpose and agencies doing similar research were consulted. Readings included pertinent articles from the ERIC system, the U.S. Bureau of the Census and projection models designed by the University of Minnesota, the Nebraska Higher Education Facilities Commission, the Utah Experiment Station and others, as well as such published books as Lins' Methodology of Enrollment Projections for Colleges and Universities.

Basically, there are three ways of making enrollment projections:

1. One can assume the future will be like the past, and project enrollment trends into the future.
2. One can examine variables influencing enrollment in the present, and derive a universal formula to determine enrollment.
3. One can assume things about the future and project changes into present trends on this basis.
4. One can combine any of these three methods into any one formula.

All this is more complicated than it looks.

> Projection of enrollments is not merely a statistical problem. In enrollment projection the statistical study of past enrollment records must be supplemented by knowledge which may be quite non-statistical in nature. College enrollments are dependent upon a large number of complex factors which are difficult to analyze...Persons making enrollment projections cannot be aware of the future operation of all factors; consequently some error in projection might be expected. It is a continuous responsibility to make and revise enrollment projections.[1]

There seem to be few people working in the area of higher education enrollment prediction, and fewer still applying these techniques to community colleges. A summary of existing models follows, including reasons for eliminating specific models in development of the present model, mathematical methodologies, and limitations and assumptions of the models. Possible future incorporation of certain of these models is discussed in the case of availability and accessibility of more extensive and manageable data collection in the future, indicating to the schools what data would need to be collected for these purposes.

A. Summary of Existing Models

Research currently available on the subject of enrollment projection can be classified for the sake of convenience and clarity into the following categories:

1) Basic prediction and projection models known to have reliability, though historically based.

2) Basic prediction and projection models, both logically and historically based.

3) Variations of the first two model types to allow for consistent deviations from the standard models existing in the data.

4) Complex models based on mathematical assumptions whose premises the available data for this report do not meet.

5) Complex models requiring detailed, extensive, and accurate data inputs which the available data for this report fail to provide.

6) Complex models which have been designed to be mathematically feasible, but have never been applied and tested.

7) Theoretical models which include structural design but no mathematical technology to implement them or which are inadequately explained.

The present report bases its model on that of type number (3) with some modifications applied from (5). That is, the model incorporates basic projection models, both logically and historically based, allowing for consistant deviations from the standard models and including a breakdown into more detailed data areas than are incorporated in the simpler models.

Following are the basic models available:

Straight Line or Base Line

The enrollment data is graphed historically and then projected according to a straight line fitted by the least squares method.

Curve-Fitting or Trend Line

An equation is fitted to the curve of the historical enrollment data.

Ratio Methods

Cohort Survival (Percentage Survival, Grade Succession, Forecasting by Analysis, Retention Ratio Projection, Survival Rate Projection, % of Retention)

A group of students is followed from grade to grade or from one age to the next, each step being expressed as a ratio to the preceding one, and the trend projected.

Cohort Ratio

The ratio of an enrolled group of students to the population of which they are a part, is followed from grade to grade and projected.

Average % of Increase or Geometric Ratio

The average % of increases of enrollment in a grade over time is projected. [2]

Average Numberical Increase or Arithmetic Ratio

Same as Average % of Increase, only the average gain in numerical enrollment is substituted for the average % of increase.

Ratio of school enrollment to total population projections is projected.

Ratio being computed is projected rather than assumption of a constant ratio.

Combined Ratio

Attrition and survival are computed for Kindergarten through grade twelve combined immediately, without progressing through each grade, that is, an average rate is applied.

Census Class Projection or Age Survival

The ratio of a census class of a given age group in a given year to the census class one year previous, or to the same census class from time of birth, is projected.

Correlation Analysis and Regression Analysis. (Multiple Linear Regression)

Correlation techniques are used to determine how close the relationship is between two variables, that is, how accurately one can be predicted from the other. Generally the dependent variable is enrollment, with one or more independent factors or variables. "Income tends to be significantly correlated with the size of a county." [3] Projection then preceeds through simple straight-line regression analysis ("line of best fit"); second degree parabolic curvilinear analysis; or third degree polynomial curvilinear analysis, depending on the correlational relationship assumed.

Each multiple regression equation relates one dependent variable to the independent variable historically, is fitted to a statistical trend function, and extrapolated. Sometimes each of the independent variables is projected to the target date state-wide, followed by use of multiple regression constants to calculate an area's share of the total. [4]

Monte Carlo Techniques or Multivariable Method

The multivariable method allows one to have some major factors predicted and others projected, that is, to deviate from the past. It is "more adaptable to unanticipated changes in the future." [5] Although it does not treat every possible variable, the Monte Carlo technique can be applied to give a high, low, and most likely estimate for each variable through a randomizing probability operation.

Essentially probability estimates are made of each of the major factors involved, these factors are applied historically, probability distributions are computed, and future enrollment is projected.

Markov Chains

The Markov process is usually used to predict movement within the college. It is a stochastic model, based on a random number system rather than on the past. The process might be termed ahistorical because it assumes a constant transition probabilities matrix for the population and assumes that these probabilities depend on no other trend than their relationship to a point one time period removed. It "uses transition probabilities to show change from one state to another."[6] The Markov Model is used to predict probabilities of student flow from one present state to each of a number of possible future states in time. The probabilities are assumed to remain constant over time. "Under the assumptions for this type of process, one can determine the number of students presently in a given state who will be in another state at the next point in time by multiplying that number of students by the associated transition probability."[7]

The model can be modified, but requires individualized data and projects student flow following enrollment. Several other models also serve this function and are, thus, not applicable to the present study.[8]

Component or Migration and Natural Increase Methods

Prediction is based on breakdown of a population into basic components, generally, births, deaths and net migration. The normal use is to compute the change in each of the demographic components having occurred since the previous census.

Structural Flow Model

This deterministic, complex model estimates the flow of individual students through the system by use of differential equations[9] which quantify the structural relationships among the various factors in the system.[10]

Projection by Analogy

A community is located having socio-economic conditions similar to the community under study, though larger in population. Enrollment figures or rates in the comparison community are used in predicting future enrollments.

Housing Projection Techniques

The average enrollment per household or dwelling type unit is determined for the present and a percentage enrollment figure, calculated from historical data, is applied.

Land Saturation Methods or Land Use Anticipation

The future use of available land for industrial and residential building is determined. On this basis, population growth and enrollment figures are predicted.

Survey Techniques

Market survey techniques are presently being used by some institutions to determine enrollment. "Sampling techniques are used to identify representatives of the base population and they are asked carefully constructed questions about their institutional preferences and the circumstances under which they would attend the institution. These data are then related to historical patterns of attendance of people who have responded similarly in previous surveys." [11] These techniques are not yet reliable enough for most studies, but they offer much promise for the future.

Campbell and Segal's Model for Demand for Higher Education

Real disposable income per household in a given year, average real tuition in the given year, and number of 18-24 year old eligible students in the same year are used to predict enrollment. [12]

Socio-Economic Interaction Model

Mental ability, social expectation, individual motivation, financial ability and propinquity are used to predict tendency to enroll. [13]

Stimulating-Limiting Variables

Those portions of the parent population excluded from enrollment by limiting factors are identified, and the remainder assumed to be potential students. The ratio of enrolled to potential students is calculated and the influence of stimulating factors added in. [14]

Other Approaches

HEEP [15] is one of several complex statistical models still in developmental stages, but holding import for the future.

Mixtures of Techniques and Models within Models are sometimes used. [16]

Projection techniques are more difficult to develop in the U.S. than internationally; high school attendance is so tightly controlled abroad that enrollment is much easier to predict. Also, "It is very difficult if not impossible to derive precise forecasts for small populations. By contrast, forecasts based on relatively large populations are very much more exact and reliable." [17]

Many popular projection formula in the U.S. today remain so not because of their appropriateness to the real structure of the problem to be solved, but because of ease of application and technical availability. [18] On the other hand, unless a complex model has been tested and reworked over several years, it will tend to project with less accuracy than the simple model.

For population projection, the Census Bureau recently found that the averaging of the results of two or more independent methods of relatively the same level of accuracy tend to produce estimates of lower average error than estimates produced by a single method.[19]

> What evidence there is seems to indicate that all methods are susceptible to startling errors under certain conditions. Even national and state population forecasts, considered surer than those of small areas, have in the past demonstrated gross errors. A major failure is to express the degree of certainty involved.[20]

"A crucial concern is the availability of well-ordered data."[21] Enrollment projections can be no more reliable than the data on which they are based. "The projections made from incomplete and unreliable basic statistics are subject to the inadequacies and limitations of those statistics,"[22] and although the data used in this study are generally reliable, they are not as complete nor as specific as might be desired. Uniform definitions and procedures of data collection are important to the reliability of the data. Some of the projection models described earlier might be incorporated by the area schools to make more accurate enrollment projections than presently possible, if there were more extensive and manageable data collection available and accessible in the future.

One example of the type of data presently lacking involves the annual data forms completed by area schools and submitted to the Department of Public Instruction. Many schools do not see why this extensive form should not suffice for all purposes. However, for individual area enrollment projections, the form is quite inadequate, since it is continually revised and does not give the uniform continuous historical data needed to look at trends and changes.

Another factor is the type of questions asked. At present we do not ask enough appropriate questions in some areas to be able to utilize certain of the models discussed. We do not, for example, have the data on individual students needed for the Markov model, nor even the computer programming necessary for such a model.

Neither is the financial, personality and mental factor information available for the Socio-Economic Interaction Model. In that particular case the instruments needed to collect or measure some of the data are not even available.

One of the things that would be helpful to the projection technique chosen in the present study would be to urge the U.S. Census Bureau to make school district data available sooner. Presently it takes about three years to receive the census information in this form.

Another step would be to enlarge the present Student Information Questionnaire to include more of the information necessary to test the more complex models and to attempt quantification of stimulating and limiting factors.

B. The Search for a Model

1) Assumptions

It has been said that three factors tend to support good estimates:

a) good human judgment based on experience,

b) accurate data and analysis of data, and

c) correct assumptions - - the likeness of the assumptions to the eventual experience of the period.[23]

A variety of assumptions were made in attempting to build a model for this study. Explicit assumptions are outlined below. Implicit assumptions are those which are held as obvious. It is possible that some assumptions have been overlooked.

> An appreciable alteration of one or more of the basic assumptions on which the forecasts are derived can radically widen the discrepancy between the forecast figures and actual trends. When such a condition does occur, the forecasts should be considered obsolete and irrelevant and, of course, cannot be utilized as a meaningful measure of enrollment."[24]

It has been assumed that:

a) Projection is most useful in terms of the next seventeen years, i.e., the population from whose ranks we are projecting enrollments, already exists. This can be updated annually or at regular intervals. Projection could be extended to include figures based on government population projections but their lack of reliability limits their usefulness. The unpredictability of the birthrate fertility rate and migration accurate prognostication.

b) There are certain stimulating and limiting factors which we cannot at present quantify or whose influence we cannot predict in anything more precise than a positive or negative direction and sometimes a weight of relative influence.

c) A reliable enrollment model can be built using the data we presently have.

d) There will be no major changes in migration pattern, economic trends, and other demographic variables including war, natural disaster, etc.

e) The number of students attending the area school is a function of the variables chosen for the formula.

f) Students answering the Student Information Questionnaire did not lie and knew whereof they wrote.

g) Most second year students are enrolled in second year programs in which they were the first year.

h) That headcount is an adequate indicator or enrollment at the school.

i) Fluctuations in student enrollment stem primarily from population rather than institutional change.

j) An open admissions policy exists at all area schools.

k) Mortality rates will tend to decline slightly.

l) Students choices in the future will show the same trends as those being made at the present time.

m) New programs tend to attract students who would otherwise not have enrolled in the institution in some other existing program. When a trend establishes itself, this will be a more accurate indicator.

n) There will be no changes in policy, e.g., the University of Iowa changed their admission standards to an Open-Door policy; the state legislature put a ceiling of 5% per year growth on the Arts and Sciences Divisions in area schools.

o) There will be no major changes in proposed development plans or programs, nor in Federal[25] and State transportation and development projects.

2) Development and Quantification

An extensive review of all available formula preceded attempts to build a model.

Straight-Line or Trend Line equations are simplistic models which may prove to be fairly accurate, but which are based on the past and do not take sub-variables into consideration. The method was rejected except as a verifying tool, because of its inability to adapt to change.

There was speculation that Ratio Methods would accurately determine the historical patterns of influence of variables on total enrollment, and formula was derived through Correlation Analysis and Regression Analysis.

In the first approach, these formula were plugged into a Multivariable ______ which was chosen because of its ability to include both projected factors as described above, and predicted factors, used for such variables as veterans, which had to be considered in terms of future possibilities more than historical trends.

Although the randomizing procedure or Monte Carlo Technique was considered too complex a manipulation for the present data and computer capacities, it is being considered for future incorporation.

The Markov Process was considered both more historical and more detailed than our data warranted.

Natural Increase Methods were used to compute survival of pre-school age children to grade one, but these data were not usable in the model essayed.

A Structural Flow Model in modified form was used as the basis of explanation of the model, though the flow is additive, rather than deterministic. A deterministic model was not considered appropriate to our data which represent a convergent, rather than a sequential process.

The necessary data is not available for Projection by Analysis, Housing, Land Use, Cambell and Segal's Model, or Socio-Economic Interaction.

Survey Techniques, complex models such as HEEF, and the Stimulating Limiting Variables approach are not yet reliable enough for use. Though Stimulating Limiting factors remain unquantified, direction and amount of influence for each have been recorded in Chapter IV of this report.

In general, the method recommended by Lins was followed in the formulations.

1) The problem as well as its basic assumptions or postulates should be stated and defined.

2) A hypothesis or hypotheses, after being formulated, should be evaluated in terms of agreement or lack of agreement with observed facts, and should be tested for logical consistency.

3) After testing, each hypothesis is restated and retested.

4) Objectivity is the key note of this approach. There is no substitute for experience and well thought-out subjective judgments; however, research does not start with conclusions and proceed as a method to prove those conclusions. Research, and for that matter a carefully worked out enrollment projection, does not supplant the need for sound administrative judgment. It does, however, make that judgment better informed and more intelligent."[26]

Historical trends of relationships between the following variables were determined to be possible major factors influencing area school models.

1)	TOTP	Total area population
2)	RESP	Respondents
3)	ADPX	Adult population
4)	MSTX	Male students
5)	FSTX	Female students
6)	PTST	Part-time students
7)	FTST	Full-time students
8)	HSGA	High school graduates from area
9)	N7AX	New 17-18 from area
10)	N7XX	New 17-18
11)	N7AP	New 17-18 from area, part-time
12)	N7XF	New 17-18, full-time
13)	X9AX	Less than 20, from area
14)	X9XX	Less than 20
15)	X9OX	Less than 20, from outside area
16)	N9AP	New less than 20, from area, part-time
17)	N9XP	New less than 20, part-time
18)	N9AF	New less than 20, from area, full-time
19)	N9XF	New less than 20, full-time
20)	X2AX	20-25, from area
21)	X2XX	20-25
22)	N2XP	New 20-25, part-time
23)	N2XF	New 20-25, full-time
24)	X9XF	Less than 20, full-time
25)	X9XP	Less than 20, part-time
26)	X2XF	20-25, full-time
27)	X2XP	20-25, part-time
28)	X6XF	26+, full-time
29)	X6XP	26+, part-time
30)	N6AP	New 26+, from area, part-time
31)	N6XP	New 26+, part-time
32)	N6XF	New 26+, full-time
33)	X6XX	26+
34)	NTRX	New transfer
35)	NFST	New first-time students
36)	RETX	Returning (same and different program)
37)	RETP	Returning, part-time
38)	RETF	Returning, full-time
39)	MINV	Total enrollment minus veterans
40)	INCC	Income per capita
41)	INCA	Income average of student
42)	INC9	Income average less than 20
43)	INC2	Income average 20-25
44)	INC6	Income average 26+
45)	SREN	Total enrolled Seniors
46)	TENA	Total enrolled from area
47)	TENO	Total enrolled from outside area
48)	RETU	Resident tuition (one year)

After attempting and subsequently rejecting several structural flow models, two major efforts were made, each with several substantive modifications. They were 1) a non-step procedure and 2) a step-wise procedure, Details of each follow:

1) The non-stepwise procedure

This section describes the non-stepwise methodology. Part I describes the nature of the model. Part II discusses the statistical techniques used and their properties. Part III describes application of the model and possible reasons for its failure.

a) The basic model used enrollment figures for each area school and decomposed enrollment into its constituent parts. In this sense, the model is on accounting identity except for double counting. In contrast, an explanatory model would "predict" enrollment from other variables, for example, economic conditions or human capital theory.

The data set consisted or 48 variables labeled by school and year, described above. The data were available for the years 1970, 1971, 1972, and 1973. The structural view of the world taken supposes that the magnitude of enrollment in any school in any year depends on the magnitude of each of the 48 independent variables. In short, this is a cross sectional analysis. Information on all schools was combined to describe, how enrollment in a "typical" school depends on each of the 48 independent variables where dependence is indicated by the coefficients and their significance. (Specifically, 14 coefficients appeared to be statistically significant at the.10 level and R^2=.99888.)

		Coeff's
TOTP	Total Area Population	-0.006
ADPX	Adult Population +	0.017
N7AX	New 17-18 from Area	-5.864
N7XX	New 17-18 +	7.191
M7XF	New 17-18 Full-Time	-4.528
X9XX	Under 20 +	42.350
X90X	Under 20 from outside Area	-4.656
N2XF	New 20-25, Full-Time	-0.247
X9XF	Under 20, Full-Time	-46.588
X9XP	Under 20, Part-Time	-47.227
N6XF	New 26+, Full-Time	-7.825
INCA	Income average of student +	0.295
INC9	Income average under 20	-0.219
RETU	Resident tuition (one year)	0.421

In application to a school that experiences a lower-than-typical enrollment, the coefficient overstates the impact of a particular variable. In application to a school where enrollment is higher-than-typical, the coefficient understates the impact of a particular variable. (Note the explanation does not yet concern the prediction problem at present, but is only concerned with the impact of the value of an independent variable on the value of enrollment.)

b) The basic statistical technique used was Ordinary Least Squares. The program used is perhaps the largest and most accurate O.L.S. program* available in the country, REG1. In particular it regresses enrollments on all 48 variables at once and therefore, should avoid all the problems associated with any stepwise routine. Secondly, by a well-known result, the inclusion of irrelevant variables does not in any way bias the resulting coefficients. The irrelevant (in the statistical sense) coefficient can simply be dropped out using the significant tests. The third advantage to REG1 is that it is designed to locate multicollinearity. Given multicollinearity the O.L.S. coefficients lose their unbiasedness and minimum variance properties.

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*REG1 as developed by Dr.Warren Dent, Dept. of Economic, University of Iowa.

Coefficients are minimum variance linear unbiased estimates of the true coefficients. One surprising result is that 9 of the 14 coefficients have negative signs. This means that if the magnitude of the independent variable increases then enrollment should decline. For further study, it is suggested that the data be checked for sign errors, and errors. Another cause of the minus sign could be the double counting inherent in this model.

c) To this point, the model states that

$$E_{ij} = B_1X^1{}_{ij} + B_2X^2{}_{ij} + \ldots\ldots + B_{14}X^{14}{}_{ij}$$

where i=1.....15 (Area School number)
j=1,2,3,4, (Year number 1=1970
2=1971
3=1972 etc.)

For simplicity, suppose

$$E_{ij}=B_kX^k{}_{ij}$$

is enrollment in school i in year j "depends" linearly on the value of variable X^k for school i in year j. The enrollment forecast is made as follows. We observe E_{ij} and $X^k{}_{ij}$, i=1.....15, j=1.....14 and estimate B_k. B_k is a structural parameter, that is we suppose it is intertemporally constant. Therefore, if we can somehow "know" $X^k{}_{i5}$, we can predict E_{i5} to be $B_kX^k{}_{i5}$. The forecasting problem then involves two parts: 1) estimating the B_k's (which we've done) and 2) time series analysis of the $X^k{}_{it}$'s. This procedure is better than predicting E_{i5} to be the mean of past values or to result from some trend in it past values because our procedure takes account of the underlying structure of enrollments. Each area school then, given the B_k's can predict enrollment to be

$$E_{i5}=\sum_{k=1}^{14} B_kX^k{}_{i5}.$$

As the time series data on the $X^k{}_{ij}$'s are developed, such predictions should become more accurate, especially if the B_k's are re-estimated.

The work remaining involves forecasting the $X^k{}_{i5}$'s. The easiest procedure is to examine $K^k{}_i$ as a function of time. Specifically this involves regressing $X^k{}_i$ on t.

$$\text{i.e.}\quad \begin{pmatrix} X^k{}_{i1} \\ X^k{}_{i2} \\ X^k{}_{i3} \\ X^k{}_{i4} \end{pmatrix} = \alpha^k{}_1 \begin{pmatrix} 1 \\ 1 \\ 1 \\ 1 \end{pmatrix} + \alpha^k{}_2 \begin{pmatrix} 1 \\ 2 \\ 3 \\ 4 \end{pmatrix} + E$$

or in matrix notation.

$$\underset{4\times1}{X} = \underset{4\times2}{Z}\ \underset{2\times1}{\underset{\sim}{\alpha}} + \underset{4\times1}{E}$$

The ordinary least squares estimate of $\underset{\sim}{\alpha}$ is

$$\hat{\underset{\sim}{\alpha}} + (Z^1 Z)^{-1} Z^1 X$$

$$\text{i.e.}\quad \hat{\underset{\sim}{\alpha}} = \begin{bmatrix} 3/2 & -1/2 \\ -1/2 & 1/5 \end{bmatrix} \begin{bmatrix} 1 & 1 & 1 & 1 \\ 1 & 2 & 3 & 4 \end{bmatrix} \begin{bmatrix} X^k{}_{i1} \\ X^k{}_{i2} \\ X^k{}_{i3} \\ X^k{}_{i4} \end{bmatrix}$$

$$\text{Thus,}\quad \begin{bmatrix} \alpha^k{}_1 \\ \alpha^k{}_2 \end{bmatrix} = \begin{bmatrix} 1 & 1/2 & 0 & -1/2 \\ -3/10 & -1/10 & 1/10 & 3/10 \end{bmatrix} \begin{bmatrix} X^k{}_{i1} \\ X^k{}_{i2} \\ X^k{}_{i3} \\ X^k{}_{i4} \end{bmatrix}$$

Specifically,

$$\alpha^k_1 = X^k{}_{i1} + \tfrac{1}{2}X^k{}_{i2} - \tfrac{1}{2}X^k{}_{i4}$$

$$\alpha^k_2 = -3/10X^k{}_{i1} - i/10X^k{}_{i2} + 1/10X^k{}_{i3} + 3/10X^k{}_{i4}$$

Thus,

$$X^k_{i5} = \alpha^k_1 + \alpha^k_2 \quad (5)$$

where X^k_{i5} is the predicted value of variable X^k_i for year 5.

The projection formula then is,

$$E_{i5} = \sum_{k=1}^{14} B_k X^k_{i5}$$

This formula applies to all areas. It refers to a particular area via the prediction of X^k_{i5}.

CONCLUSION

A projection formula has been developed which applies to all schools and which can make forecasts for specific schools. The estimating procedures used are both theoretically and numerically sound. The estimates of the B_k's are very good. The estimates of the X^k_{i5}'s are satisfactory. Further work using alternative procedures needs to be done on the later problem. Alternative procedures might specify

$$\begin{pmatrix} X^{k1}_{i1} \\ X^k_{i2} \\ X^k_{i3} \\ X^k_{i4} \end{pmatrix} = \alpha^k \begin{pmatrix} \ln 1 \\ \ln 2 \\ \ln 3 \\ \ln 4 \end{pmatrix} \quad \text{where } \alpha^k \text{ is estimated by O.L.S.}$$

or

$$X^k_{ij} = \alpha^k \; \gamma_{ij} \; (t) \quad \text{where } \gamma_{ij}(j) \text{ is some other independent variable.}$$

There are many possible transformations of the data which may be tried and many formulations of the regression equation (for example, include a constat term). In fact, an entirely different model could be developed based on economic variables and job opportunities, and base less on purely demographic data.

Our initial findings did not have logical validity. The enrollments projected by the above mathematical methodology were either appreciably higher or appreciably lower than could be reasonably expected a t individual institutions.

Several reasons can be postulated for this inaccuracy:

1. The assumptions of the model are not accurate.
2. Appropriate variables were not available or were not chosen.
3. Mathematical computation was faulty.
4. There is no such thing as a "typical" school.
5. The data was insufficient, either historically, or varied too widely by individual school to predict accurately.
6. Not all students completed the questionnaire at each school.

7. Factors that are not quantifiable have a more significant impact on enrollment than do those which are numerical.

Given the failure of this approach, the Statistical Consulting Service at the University of Iowa was contacted. Procedures for solution to the problem included the following alternatives:

1. By considering each school separately and using each year as an observational point; and

2. By categorizing all schools into mutually exclusive groups according to the following factors: location of school (rural or urban); type of campus (single or multiple); nature of school (technical or comprehensive or both); age of school (new or well-established).

The stepwise and backward elimination regression procedures in the SAS (Statistical Analysis System - designed and implemented by A. J. Bar and J. H. Goodnight, Department of Statistics, North Carolina State University) were applied to the two approaches recommended, using number of enrollment from years B and C as dependent variable and all other variables from years A and B as independent variables, both with and without a correction term. The correction term was defined as CT = Total enrollment/No. of respondents. When this term was used, it was used only for those variables which were not in the form of an average. For example, the correction term was not applied for the average income for students 26-years of age or older.

For a great majority of cases, the derived regression equations were not found to be satisfactory. One basic reason is that the number of observational points were too small - smaller than the number of independent variables. A secondary handicap to the situation could have been caused by the fact that more than one third of the observational points have a number of respondents greater than the number of total enrollment, an obvious mistake.

It is apparent that a strict mathematical approach to the problem of enrollment projection was not possible given the limitations of the data and the techniques employed. Further study, using more sophisticated statistical methods, and a more comprehensive and accurate data base, is obviously necessary. However, the most recent projections of enrollment made by other research studies are summarized to assist area administrators in planning:

1. Following are enrollments projections for the next nine years at Iowa's various institutions of higher education. The projections were prepared for the Iowa Higher Education Facilities Commission by Midwest Research Institute of Kansas City, Missouri.

	1972	1973	1974	1975	1976	1977	1978	1979	1980
Area VI Community College, Ellsworth, Marshalltown	2,528	2,696	2,817	2,875	2,782	2,610	2,364	2,046	1,663
Des Moines Area Community College, Ankeny, Boone	3,723	4,622	5,621	6,697	7,833	9,042	10,325	11,666	13,062
Eastern Iowa Community College, Bettendorf, Clinton, Muscatine	2,350	2,778	3,249	3,754	4,179	4,598	5,009	5,408	5,795
Hawkeye Institute of Technology, Waterloo	1,541	1,889	2,273	2,681	3,078	3,486	3,902	4,320	4,740
Indian Hills Comm. College, Ottumwa, Centerville	1,564	1,767	1,965	2,147	2,243	2,299	2,315	2,288	2,219
Iowa Central Comm. College, Fort Dodge, Eagle Grove, Webster City	2,619	2,867	3,090	3,274	3,271	3,179	3,002	2,737	2,390
Iowa Lakes Comm. College, Estherville, Emmetsburg	1,234	1,365	1,490	1,602	1,613	1,579	1,500	1,375	1,204
Iowa Western Comm. College, Clarinda, Council Bluffs	1,541	1,791	2,057	2,333	2,509	2,651	2,756	2,821	2,846
Kirkwood Community College, Cedar Rapids	3,723	4,332	4,964	5,594	6,288	7,034	7,844	8,714	9,650
Northeast Iowa Comm. College, Calmar, Dubuque	974	1,292	1,667	2,095	2,528	2,991	3,479	3,986	4,509
North Iowa Comm. College, Mason City	1,969	2,179	2,377	2,554	2,583	2,545	2,441	2,268	2,030
Northwest Iowa Vocational Sch., Sheldon	589	691	803	920	994	1,052	1,094	1,117	1,122
Southeastern Iowa Comm. College, Burlington, Keokuk	1,623	1,794	1,950	2,080	2,133	2,147	2,126	2,068	1,977
Southwestern Comm. College, Creston	620	708	798	884	927	951	954	936	896
Western Iowa Tech, Sioux City	942	1,186	1,464	1,769	2,032	2,290	2,538	2,771	2,986
TOTALS	27,544	31,965	36,592	41,267	45,002	48,462	51,658	54,530	57,097

II. The State Department of Public Instruction has provided the information below:

Enrollment projections from four studies are identified below. Comparability is somewhat difficult since all studies did not use the same dates or types of enrollment projections.

1. Source: PROPOSAL FOR PROGRESS

Iowa Cooperative Study of Post-High School Education, February 1, 1967

Enrollment Projections 1970, 1975, 1980
Headcounts

YEAR	DEGREE CREDIT	VOCATIONAL-TECHNICAL
1960	3,150	- 0 -
1965	9,288	1,500
1970	16,347	5,000
1975	23,965	10,000
1980	27,249	15,000

Pages: 75 and 82

2. Source: AN ENROLLMENT PROJECTION STUDY

Iowa Coordinating Council for Post-High School Education
Cresap, McCormick and Paget, August 15, 1968

Area Schools Enrollment Projection
Summary by Curriculum Classification
(Headcount Basis)

Year	Arts and Sciences*	Vocational-Technical**	Adult***	Total
1968	13,397	7,654	25,659	46,710
1970	17,290	11,475	46,200	74,965
1975	24,538	15,554	75,075	115,167
1980	30,750	22,000	101,675	154,425

* Includes day and evening
** Full-time programs only
*** Enrollment in classes approved for state general aid

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Area Schools Enrollment Projection
Summary by Curriculum Classification
(FTE Basis)

Year	Arts and Sciences	Vocational-Technical	Adult	Total
1968	10,305	7,654	3,362	21,321
1970	13,300	11,475	6,600	31,375
1975	18,905	15,554	9,662	44,121
1980	24,600	22,000	14,525	61,125

FTE Explanation

Arts & Science: 15 semester or 12 quarter hours

Vocational-Technical: Total five-hour enrollment days divided by 60 days per quarter or 90 days per semester. (Enrollment days are computed on an equivalent contact hour basis with ½ credit for laboratory work and 1/3 credit for shop work.)

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3. Source: A PROFILE OF IOWA COLLEGE AND HIGH SCHOOL STUDENTS

Higher Education Facilities Commission of the State of Iowa
Thomas Wolff Associates, November 1, 1969

1974-75 Enrollment
Projected by College Administrators

State Universities	57,319
Private Colleges	44,849
Community Colleges and Area Vocational-Technical Schools	34,340
TOTALS	136,508*

* Full-time students enrolled during fall term.

"Taking these subjective viewpoints and assumptions into consideration, the enrollment projections for 1974-75 would appear to be comparatively realistic."

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4. Source: MRI REPORT

An Enrollment Projection Study - Midwest Research Institute
September 13, 1971

Enrollments in Area Schools
Headcounts

Year	Total*	Career Educ.	Coll. Par.	Adult
1967	15,575			
1968	17,606			
1969	19,463			
1970	20,865			
1971	23,405			
1972	27,544	11,407	15,730	59,592
1973	31,965			66,804
1974	36,592			74,093
1975	41,267	18,586	22,168	81,459
1976	45,002			88,860
1977	48,462			96,325
1978	51,658			103,853
1979	54,530			111,443
1980	57,097	29,781	26,856	119,098

* Includes a few students identified as adult.

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III. News Release from Carnegie Commission on Higher Education

TABLE B Opening fall enrollment in higher education, actual 1970, and projected 1980 to 2000

	Projection I*				Projection II*				Projection III+			
Year	Number of Persons	Percent-age change	FTE	Percent-age change	Number of persons	Percent-age change	FTE	Percent-age change	Number of persons	Percent-age change	FTE	Percent-age change
1970	8649	-	6964	-	8649	-	6764	-	8649	-	6764	-
1980	13015	50.5	9971	47.4	11446	32.3	8770	29.7	11670	34.9	8896	31.5
1990	12654	-2.8	9621	-3.5	10555	-7.8	8026	-8.5	11402	-2.3	8502	-4.4
2000	16559	30.9	12475	29.7	13209	25.1	9951	24.0	14295	25.4	10561	24.2

± Estimates by Carnegie Commission Staff based on Projection II and adjusted to reflect alternative trend assumptions and recommendations in Toward a Learning Society (Carnegie Commission, 1973b)

CHAPTER IV

FACTORS INFLUENCING THE MODEL

Although major groups and the enrollment trends they tend to follow are quantified in the projection formula, factors which seem to affect enrollment and retention, but which are not easily quantifiable and are not formally included in the projection model, have some influence on projections. Research has uncovered some of these variables, as well as the direction and amount of influence they tend to have on enrollment.

Aitkin Conner[1] divides these factors into two categories: limiting and stimulating. Limiting factors are those without which the entire population would be enrolled. They are those which prohibit people from coming to college, for example, the entire population might not physically fit into the college, thus limiting enrollment. Another example might be student lack of interest in particular curricular offerings. Stimulating factors are those which attract students to enroll, from among the available population defined by the limiting factors.

> Forecasting college enrollment is viewed as a problem of estimating the interaction of two factors or forces: demand for educational services, and institutional limitations on meeting the demands.[2]

Stimulating factors are often particular only to a specific situation or type of person, and can have their effect negated if a limiting condition stands in the way of satisfaction of the demand stimulated.

Many decisions of high school graduates are influenced by accidental factors. A Minnesota study reviewed previous research related to some of the factors influencing college attendance.[3]

> When the studies are considered together and one examines the relationship found between the various studies and college attendance, one is immediately impressed by the almost completely positive results reported. Each of the studies that analyzed sex differences found differences. Each of the studies that examined relationships between ability and post-high school plans found relationships. Every study, but one and that one studied a very homogeneous sample, on the relationship between economic status and plans found a relationship. Each study analyzing the influence of cultural level found a difference. All but one of the studies examining the influence of where the student lived found a relationship. Consistently the studies found a relationship between the size of the high school and post-high school plans, and almost as consistently the few studies that analyzed the relationship of plans and personality variables found a significant relationship. Apparently investigators either have excluded in their studies variables not related to post-high school plans or they have failed to report negative results.

> The almost complete agreement found for these relationships regardless of variables examined is not surprising when one considers that the variables, themselves, are highly intercorrelated. The sex variable is perhaps the only one that does not have at least a moderate relationship with the other indices. Ability, economic level, cultural level, and area from which the student comes all seem to be related . . . Simple, first-order relationships between these variables and the plans of students would tend to be in the same direction.[4]

A few studies have attempted to analyze interactions, that is, when one holds ability constant, what does this do with the relationship between economic status and post-high school plans? In general when such analyses have been made, the size of the observed relationships tend to diminish. It must always be kept in mind that a single characteristic is a poor basis for predicting complex behavior.

A. Factors Described in the Research

The research shows those most likely to go on to higher education are male, white, young, of high academic ability, of high socio-economic status, and single. In one study 1/3 of the males with immediate marriage plans also intended to go to college while ¼ of the females planning marriage following high school graduation intended to go on.[5] The compulsory draft laws were a stimulating factor in enrollment, while plans for the military service or a job immediately following graduation are negatively correlated with advancement to higher education. A high unemployment rate tends to stimulate enrollment as well as the amount of financial aid awarded to a potential student.

> The data document the fact that different kinds of local colleges are related in different ways to the college attendance rate of high school graduates in the community. In general, the evidence is that junior colleges are most effective in encouraging young people to continue their education, with state colleges exerting approximately equal influence when women alone are considered. The effect of the junior colleges is most noticeable among those graduates of high ability but low socio-economic level, a group about which there is mounting national concern. It is perhaps equally significant, however, that the presence of a junior college also increases college attendance among young persons in the lower ability levels, suggesting that it, more than other types of colleges, encourages high school graduates of varying ability and socio-economic backgrounds to make the most of their educational potential.[6]

This should be kept in mind, as the area school will tend to enroll more of the type of student who normally does not go on for more education, than will most other institutions; i.e. the area college enrolls more students of low academic ability and low socio-economic status than most schools and these students should receive special consideration.

Financial Factors

One study [7] showed that for public 2 year institutions, the main reasons cited by students for not attending college were:

Not enough money	33%
Poor grades	18%
Prefer to work	17%
Not interested	12%
Prefer to marry	10%
Other	10%

Numerous studies show that the main reason for not going on to college, and the biggest deciding factor, is money or lack of sufficient funds for college expenses. Those from wealthy families generally can afford to go and are expected to go to college, as opposed to those from low income families.

> In no-college communities only slightly more than 1/5 of high-ability, low socio-economic high school graduates attended college. This is illustrative of the general observation that college attendance is to a greater extent a function of socio-economic level than it is of ability. [8]

Sex of students plays a part here, however; a male with top quartile ability is very likely to continue his education regardless of SES (Socio-Economic Status). A poor student can only partially compensate for his academic disability by coming from a well-to-do family. Women are more dependent than males upon family background and post-secondary educational opportunities.

> Thus, both SES and intelligence have direct effects on planning for college, college attendance, and college graduation, and considerable indirect effect on the level of educational attainment through their effects on college plans and college attendance. [9]

One study showed that a greater percentage of unrealized plans for college came from seniors of lower rather than of higher income families, but even though many tendencies to plan for college are significant, actual attendance is the real test. For example, a greater tendency has been shown for seniors from predominantly black schools, than for seniors from predominantly white schools, to plan for college. Yet the figures are reversed for those who actually attend. [10]

College cost varies from institution to institution, but it generally costs more to attend college full-time than part-time, to live in a dormitory or in private housing than at home, to attend private rather than public schools, and to attend the university than to attend a liberal arts college or a junior college.[11] Many of those who are not in higher education can afford it. Cross [12] looks at college as an act of investment carrying two risks: the risk of failure, and the risk that education may not pay off. Why don't all those who can afford to purchase the commodity of education do so?

1) Some will not profit financially.
2) The older one becomes the lower the rate of return expected . . both monetary and personal.
3) Those subjected to various kinds of discrimination may not find the rate of return high.
4) Those who will suffer opportunity costs in terms of jobs, etc.... don't see justification in attending. [13]

Familial Factors

Financial resources available to a student (excepting external financial aid) are generally a function of the socio-economic status of the family. Regardless of ability, children from professional and managerial families are most likely to enter universities and private colleges; students from lower occupational levels, if they do go to college, tend to go to public 2-year colleges and extension centers. [14]

For families that have decided to send their children to college, the contribution of parents depends mainly on family income, parent's level of education, and the number of other children in the family to be educated. [15] Less students go to college from families of over three children. The absence of either parent from the home, for any reason, appears to have a deleterious effect on college-going. Graduates whose parents were divorced or separated generally did not continue their education according to at least one study. [16] Jews are shown to be the religious faction having the highest percentage attending college---as many girls as boys---and the lowest unemployment rate. [17]

Parent expectations and influence are very important. Parents' encouragement of college, discussion of college with the student especially with the mother, family attitude toward the senior's continued education and toward the senior's vocational plans, social activities of the parents, number of books and magazines in the home, and level of parental education are all factors encouraging college enrollment by the student as well as the normally accepted things such as living at home with parents as high school students, etc. [18] There is a tendency for the older child to receive more education than other members of the family. Family tendency to go to school, or education of other members of the family, even an uncle or aunt, is a stimulating factor for college attendance. College is a way of life for some families. [19] Parental expectations themselves have been shown to depend on:

1) Academic performance of the child
2) Sex of the child
3) Current family income
4) Education
5) Background of the parents. [20]

The past home and school experiences of young people have a profound effect upon the formation of their attitudes and values. [21] One study indicated that students from lower-class homes do not look to the future, as do other students. Two variables shown to have influenced the low enrollment rate of blacks were:

1) negative attitudes towards blue collar employment, and

2) lack of knowledge about post-secondary area vocational schools.[22]

Individuals who are unaware of the possibilities for action and who are unaware of their needs and problems tend to acquiesce to circumstances.[23]

> The university student is more likely to have been thinking about college since the days of elementary school, to have discussed it with his teachers and parents, and to have received advice and encouragement from them. He is also more intellectually oriented and in addition, he may have decided while still in elementary school upon the type and size of college he would attend. His early choice of a vocation is another aspect of the syndrome.
>
> In contrast, the two-year college student is likely to have postponed the major decisions related to college and a career, to have shown far less concern about these matters while in high school, and to have received much less encouragement from teachers and parents.[24]

What has been called the "New Student" to higher education, who has in the past not had the opportunity to go, generally is Caucasian and his father is a blue collar worker. Many are minority ethnic and expectations of college are new to the family. He is generally a "C" student, and plans to attend a public community college or vocational school.

> His motivation for college comes from recognition that education is the way to a better job and a better life than that of his parents, not anticipation of the things he will be learning there.[25]

Educational Factors

Part of the student's attitude toward education, as well as his needs and goals, stems from his educational past. A very significant factor is the high school curriculum followed by the student. Those who follow a college preparatory course have a much greater tendency to enroll in higher education than do those enrolled in terminal curricula.[26] There is a tendency for those with higher grade levels to attend out-of-state colleges.

There is also a slight positive relationship between number of curricular achievements and migration. The number and kinds of organizations belonged to and the number of activities participated in, in high school, are positively correlated with college attendance, especially participation in school clubs, organizations, and societies and participation in musical organizations and on athletic teams.

A liking for high school is expressed by more of those going on to college as well as confidence in the ability to do college work. Personal problems and low academic ability go hand in hand. Apathy and the fear of failure are negatively correlated with enrollment in higher education.

> When it comes to attitudes and values about education, students are more likely to think like their academic-class peers than they are to think like their social class peers. [27]

Discussion of college with high school teachers and counselors and encouragement by faculty are reported by those who go on to college as opposed to those who don't continue. [28] Availability and proximity and opportunity for discussion of careers affect who influences whom for education and career decisions. The strongest influences are course work; association with teachers and fellow students for the high academic-ability student; and for the low academic-ability student, counselors. Students who get the most attention in education are those most likely to continue.

Those who attend high schools of lower academic rating do not realize their plans to attend college as much as others. Also, those from larger high schools have a greater tendency to go on to college. [29]

Aspirational Factors

The quality and quantity of schooling has a big impact on what one does in a career even when ability and other intervening variables are controlled. Career aspirations are very closely related to educational aspirations. Those who have been turned off to school choose occupations that have minimal academic requirements. [30]

> The evidence we have of the returning GI's of World War I, and in recent years of Peace Corps volunteers, indicates that sense of purpose, enjoyment of studies, appreciation of their relevance, and ability to make career choices all improve with off-campus experience. [31]

Military service for males, business school for females, and getting a job for both sexes, were some of the reasons found for not going on immediately to college. One of the most frequently indicated reasons both for going and for not going to college is "to prepare for a vocation." Positively correlated with the decision to go on to school is the prediction of professional careers for self rather than other vocational pursuits.

Of those students planning to go directly to work, those of high academic ability and of blue-collar fathers express a family financial need, while those of low academic ability and white-collar workers express a success need. In general, the student of low academic ability aspires to earnings, prestige and security. The student of high academic ability tends to favor work important to him, the use of special talents, and the opportunity to be creative and original. [32]

Factors stimulating enrollment in higher education are: dissatisfaction with current way of life, expected income at age 40, imposition of courses on time, timing of course during the day and peers going on to college. Financial problems, lack of sufficient interest in studies, and lack of clear educational objectives comprise major negative attitudinal factors toward school experiences.[33]

> It is not clear that the availability of jobs works consistently in the direction of reducing enrollment demand. Students who work draw their incomes from jobs very similar to those available to young high school graduates who do not enroll in college. Hence, an increase in such opportunities may well work to increase, as well as to decrease demand.[34]

Geographic Factors

Proximity to the college is a stimulating factor for enrollment. The greater the residential distance from the college the less tendency the student will have to enroll. Here, accessibility might be measured by how far people are willing to travel. Students living in cities and towns go to college in greater proportion than those living in rural areas;of course, educational opportunities are more easily accessible in large cities.[35]

Competition from other colleges is a limiting factor. However, the presence of a college in a county contributes to a higher enrollment rate in higher education.[36]

> The very presence of a college in the community and the penetration of its faculty and students into community life seem likely to make people aware of the benefits accruing from a college experience. They cause the whole idea of college to seem less remote and more within the realm of possibility so that young parents and their children begin early to consider college as a matter-of-fact. In a sense, a community becomes college-oriented.[37]

A factor attracting potential students to any area is industry. Consequently, area school personnel have a vested interest in attracting new industry. Among the important factors influencing location of industries in recent years are: local pools of trainable workers; low cost real-estate on which to locate manufacturing plants, warehouses, and parking lots for workers; ready access to new interstate highways; availability of numerous types of public facilities and business services that are particularly important to relatively small manufacturing towns.[38]

Community colleges with no local financial support have a lower level of participation in their educational programs by members of the community. It would appear that administrators in such institutions need to seek other means to bring about active community involvement.[39] The socio-economic characteristics of the community served by a junior college relate moderately to the success of the institution. College administrators must gear their programs to the nature and needs of the community.[40]

Institutional Factors

The size and kind of institution is important as is the setting. The setting will be stimulating if people feel comfortable in the buildings. The size of the institution is related to the degree to which the college at large is served by the institution. Thus, the larger institutions are able to offer a larger number and greater variety of courses and programs to meet the diverse needs of the served. On the other hand, with a smaller enrollment there is higher retention.

The college president's role is a stimulating factor if he provides leadership and establishes an educational climate in which the college can flourish.[41] Staff quality, size, and style, programs available, and admission policies as regard age, certification and testing can stimulate or limit enrollment.[42]

Intimate concern on the part of the college, especially faculty concern, aids retention[43] as does superior instruction.[44] One study found that with fewer teachers per 100 students and fewer administrators per 100 teachers, but better paid, teachers the attendance rate was higher.[45]

A well-stocked library, closely related to the subjects of instruction, is a stimulating factor in a college. However, in colleges where the highest expenditures are on the library the student completion rates are the lowest.[46]

Lower completion rates in occupational programs were found in junior colleges with higher tuition and fees. While higher tuition charges do provide more money to increase the services and programs offered in a junior college, they may also tend to restrict the continued attendance of some students.

Expenditures in the area of student personnel services appear to be particularly crucial. The junior colleges that placed a greater financial emphasis on student personnel services had a higher occupational course enrollment and a better completion rate by college parallel students.[47]

> Provision of special services makes a measurable difference in attrition and performance.[48]

College environment is an important determinant of students' motivation to seek advanced intellectual training.

> The psychological processes of learning and socialization and other major adaptive responses are responses to external stimuli, to some feature of the environment.[49]

"Colleges differ systematically in the kinds of students they attract and in the experiences to which they are exposed; each type of school can be viewed as an "ecological niche."[50] Students attend college where they are already like the students, or think they are.[51] The Freshmen recruited by various types of colleges tend to exhibit the same qualities of personality at the time of admission that distinquish fellow students in their senior year.[52] To avoid drop-outs, the picture of the real college must be communicated clearly to the student before he enrolls.[53]

"Overall, the influence of environmental variables on attainment appears to be greater than the influence of personality variables."[54] Studies show that students who go to colleges where the average academic ability is high, perform significantly better on comprehensive tests of achievement than do students of the same initial ability who go to colleges where the average ability is low. "The goodness of fit between a student and his college has a bearing on his success at that college."[55]

Compatibility and success are directly related and relationships have been found between dissatisfaction with college, probability of dropping out of college, and discrepancies between student perceptions of themselves and of their college.[56] The sub-culture at the school has an even greater effect on the student than the college as a whole. He identifies with the sub-culture and there is greater holding power where sub-cultures and institution are compatible.[57]

> The student in a complex college or university is aware of, and responds to, various characteristics of the total environment in which he lives. Often, however, he may be more clearly aware of, and more strongly influenced by, the characteristics of the particular parts of the total environment with which he most closely identifies, his major field or division, and his student friends, than by the academic program in general or the students in general.
>
> Just as a better distribution of students into different colleges on a national scale would result in fewer dropouts, fewer transfers, and more graduates, so also a better distribution of students into various subenvironments within colleges would probably result in greater progress toward the attainment of relevant goals by a large number of students. The more massive, cummulative and congruent the stimuli are, the greater is the impact they have on students.[58]

Although the differences in perceptions associated with dissatisfaction at two or more colleges are impressive, indicating the real difference in "cultures" between colleges, there are also many characteristics of the college and of the self which tend to be associated with student dissatisfaction at a wide variety of colleges, and similarly, common perceived self-college discrepancies associated with high dissatisfaction.[59] One questionnaire showed that students, regardless of school or ability, indicated they were happiest at a college where there were many activities and students were encouraged to take part, where "professors go out of their way to make sure students understand the class work, and everyone is friendly on the campus."[60]

Special support systems and programs are important stimulating factors, especially for the student lacking self-confidence. Individual counseling, even with minimum staff time and cost can have a significant positive effect on enrollment and retention.[61] Where special programs of instruction, student services, counseling, and financial aid are provided, disadvantaged students have averaged the same retention rates, grade point averages and graduation rates as other students.[62] These possibilities are discussed further in the following section: "Opening Doors to the Future".

The Drop-Out Factor

A special limiting problem, since it deals almost entirely with retention rather than enrollment, is attrition. The drop-out from the educational system prior to the 12th grade and the drop-out from the area school are both of concern. Some of the factors involved have been studied and interrelationships discovered.

A student does not decide in a single step to discontinue formal schooling. "It is a long term, intricate and loosely organized movement characterized principally by a variety of individual decisions made by young people and their parents, by schools, and eventually by higher institutions. There are great regional and local differences in the way this process operates across the country."[63] The school drop-out:

1) Generally drops from the lowest quarter of his class.
2) Can be spotted in the 5th grade.
3) Is generally a year older than his 5th grade classmates.
4) Is in trouble academically.
5) Is scoring significantly lower than his classmates on tests of academic achievement.
6) There is a regional variation in retention rates.[64]

Those in a school with a high drop-out rate are more threatened than those in a school where students will maintain their relative class position. This is especially relevant for the poor in the biggest cities. Of these, 60% drop in the 10th grade, or following 10th grade but before high school graduation. This means that some "A"students in the 10th grade, have suddenly dropped into the lowest part of their class by the 12th grade, although they are doing the same quality of work.[65] This is a major change in the life and expectations of a student, and may precipitate discouragement, disillusionment, and attrition.

The major findings in a three-year attrition study [66] on the characteristics of potential drop-outs are generalized as follows, with the last three factors carrying the greatest impact:

1) The potential drop-out is likeliest to be Black least likely to be Oriental.

2) The potential dropout is likely to come from a family that is less affluent, and is likelier to express greater concern over matters of finance and employment.

3) The potential drop-out is likely to have less perceived parental encouragement for college.

4) The potential drop-out shows a lower sense of importance of college to himself.

5) The potential drop-out is likely to have lower educational aspirations than the persister.

6) Ability is a key factor in the prediction of attrition. When grouped by sex, low ability males are three times likelier to withdraw than low ability females. The potential drop-out is most likely to be a low ability male, least likely to be a middle ability female.

Each community college environment provides its own patterns of support or rejection for the potential drop-out. One writer suggests that by working with local pre-college educational institutions, the community college must encourage all students and their parents to begin thinking about higher education several years before high school graduation.[67]

A graduate study done at Northern Illinois University[68] states that the rank order of influences effecting motivational changes are:

1) Discovery of ability to do college work.

2) Discovery of study areas of preference.

3) Change of personal priorities and values.

4) General intellectual and social stimulation.

5) Clarification of personal abilities and aptitudes.

6) Employer influence.

7) Teacher influence.

8) Family influence.

9) Student friend influence.

10) Counselor influence.

There are many stimulating and limiting factors affecting enrollment and retention, and some are especially subtle and difficult to quantify. In the future, research may more narrowly define the influence of these variables and tell us more about their interaction characteristics. New factors may be discovered which will not even fit into the categories of Financial, Familial, Educational, Aspirational, Geographic, Institutional, and the Drop-out. For the moment, there is already much to be aware of and to work with in looking to future changes in the community college.

B. Factors Specific to Area I

The Tables and Figures in Chapter 2 point clearly to the fact that for a relatively short time, until 1977 or 1978, there will be a continuing slight increase in the number of high school graduating seniors in Area I. It is from this group that the Area I Vocational School draws the substantial majority of its new student body each year. Therefore, there is reason to believe that there will be increasing enrollments in the Area I school for the next few years.

However, there is, after 1978, a decline in the available high school graduates within Area I. This decline will continue into the foreseeable future; at least until 1990. The effect that this could have on the enrollment at the Area I school is obvious. Unless greater proportions of Area I's graduating seniors elect to attend the area school it is highly probable that enrollment will decrease after 1978. There are, of course, factors to be considered, specificially in regard to Area I, in projecting enrollment even with the aforementioned enrollment and population data.

Since the Area I Vocational School is a relatively new phenomenon in Northeast Iowa, its impact as an institution has not been fully realized. Especially significant in this regard is the recent addition of Dubuque and Delaware Counties, two of the area's most populous. With the potential growth of the South Center, or Campus, in Dubuque, there is little question that graduates of the southern counties will enroll in higher proportions. It is difficult, however, to predict the upper limits of this growth.

In regard to this question, it is interesting to note that in the areas of the state in which a public "community college" has existed for some time, the percentage of high school graduates electing that alternative of post high school education is nearly 25%. Without an Arts and Sciences Division it is unlikely that Area I Vocational School will approach that figure, but 15% does not seem to be unattainable even with limited curricular choices. As was pointed out earlier, in 1971 approximately twelve percent of the high school graduates in Area I chose a public two-year school. Of course, not all enrolled at Area I, but a substantial number undoubtedly did so. Concerted admissions effort in the local schools and additional curricular offerings both should result in an increased enrollment.

Migration Pattern and Causes in the Area

Two factors appear to be the major causes of migration in Area I. The stimulating factor is an expansion of industry; the delimiting factor appears to be farm consolidation.

Employment increase in Area I is expected to centralize in Chickasaw, where the Sarah Lee plant is "going strong and still building," in Manchester, where John Deere is rapidly expanding, and at New Hampton and Dubuque. Many towns and metropolitan areas are growing.

Several consequences may follow: 1) In-migration of employment-seekers from other areas, bringing more potential students, both teen-age and adult; 2) Institution of new area school training programs, either in-plant, or as a pre-employment education; 3) Employment of untrained workers, either for jobs needing unskilled labor, or concurrent with independent in-plant training, who might otherwise have enrolled at the area school.

Close cooperation between the area school and its stimulating factors is a major means of increasing enrollment. In the case of Area I, the following steps are recommended: 1) Close cooperation with Chambers of Commerce, Planning Commissions, and other industry in efforts to attract new industry or expand present centers in the area; 2) Contact with industry to establish cooperative attitudes, to share information about possible joint training programs, or new programs which the area college would be willing to establish; 3) Advertising and information distribution about the offerings of the area college to potential industry, new industry, and in-plant workers. Other possible alternatives for action in this and other areas, may be found in the "Opening Doors to the Future" section of this report.

Area I's administrators believe that communities which prepare people are a significant factor in attracting new industry. They are trying to interest industry in all Northeast Iowa, since indirectly, even industry in Dubuque or Cedar Rapids helps them.

Limiting factors, on the other hand, can only be counteracted or transformed. Farm consolidation, and subsequent out-migration of farmworkers, is a trend which can be dealt with in both ways. Consolidation itself can probably not be reversed. It's cause is economic and the market is too competitive for many small farmers to survive. Modern technology requires expensive machinery which, in turn, earns its keep by cultivating large land areas. To amass larger land areas, one must buy up smaller farms; the alternative is to sell out to the larger owners. Subsequent out-migration may, however, be transformed. Several possibilities exist and require cooperation between the area school and other agencies involved. In the "Opening Doors to the Future" section of this report are described some means of doing this. Administration of Area I has expressed an interest in developing programs for farmers leaving the occupation. One direction might be to explore ways in which Production Agriculture could be supplemented by such related fields as Agribusiness, as well as non-related fields.

Recruitment

The stated policy of the administrative staff of Area I is to provide a sound and continuous educational program to the general public. In this spirit, information about available programs is provided concerning all the area schools of Iowa.

Methods of recruitment employed in Area I involve several stimulating approaches. 1) High schools are visited twice and sometimes three times a year. A faculty member makes at least one of these visits - - the college ascertains the orientation of the high school being visited, and tries to match this orientation with the area of study of the faculty person being sent. An attempt is made during these visits to be involved in the classroom. It is recognized that the secondary school teacher must also be informed about the college. Results of the 1972 Student Information Questionnaires indicate that statewide, only 3.5% of community college students received their information about the college from secondary school teachers. These people are in contact with high school students more than any other group and need to be more informed about the area college. 2) A newsletter is sent to counselors in the area, four or five times a year, informing them of ongoing activities and programs in each department. 3) Schools are brought to visit the campus and some classes. 4) High school counselors are brought in as liaison persons on adult registration nights. They work as staff for the college and develop an understanding of the commitment to it.

Area I seems to have a heavy balance on the positive side in their recruitment program. Although new ideas may be found in the "Opening Doors to the Future" section, the importance of recruitment seems recognized, and the school's policy of honesty and personal contact and interest are very growth facilitating.

Factors Affecting Enrollment. College Image in the Community.

A limiting factor concerning Area I's community image is, to some, inherent in the name "Vocational-Technical School." There is reason to believe the official title of "college" or "community college" would add to the drawing power and prestige of the institution within the community. This change might be opposed by those "official" colleges competitive within Area I. On the other hand, to those students to whom the term "college" has a frightening, distasteful or negative connotation, the current name would be a stimulating factor.

Another problem is that tuition in Minnesota and Wisconsin is low enough to make their holding power very high. Both these states make tuition free to all students until the age of 21.

To enhance its image, Area I school provides the following stimuli: 1) There is a real community spirit. Instructors are enthusiastic about their programs, as are students, at the northern campus. Most of these instructors live outside the community and spread their enthusiasm to others in the area. 2) Area I administrators try to serve all people as individuals. The personal touch is very important. Coffee sessions are held inviting the community to "come and hear the story of AreaI." 3) The central campus site is attractive and impressive. This creates a positive and pleasant mental image in the community mind.

There appear to be two principle limiting factors: 1) As opposed to the main campus, the south site is scattered throughout the city of Dubuque and is presently being remodeled. The building does not project a favorable image to prospective students and the community. Efforts are being made to overcome this by acquisition of a new campus. Until such time, the south campus image may be a negative enrollment factor.

The location of a Dubuque site is in itself a very positive factor, since it is a large city with virtually no competing institutions. 2) The general state of the economy, and national media information published about the economy, affect industry, and thus placement, and thus interest, in a type of vicious circle. This can happen even though the picture presented by the media does not apply to Area I or is false or exaggerated. For the Vocational-Technical School, however, this can be of benefit since part of the message being presently communicated is that the B.A. degree is no longer qualification for a job, and that job training is available at the area school.

To supplement their image-creating techniques, Area I's admininstration might attempt to incorporate some of the suggestions in the "Opening Doors to the Future" section, such as speakers committees available to civic groups or a special information van designed to go out into the areas and be visited by people interested in the college.

The first negative factor will be changed to a plus, when a new campus is established. A good technique to use during the interim, is that used by good advertising agencies: take advantage of your disadvantages. "Get on Top of Things in Dubuque" or "The Way to Dubuque Area College is Straight to the Top" might be slogans used on billboards, brochures and advertising to create positive attractive images. Meanwhile, special effort in coordinating the scattered campus is called for.

Problems with Multiple Campus Set-Up

There appears to be a cooperative and functional relationship between the two area campuses. A unified admissions policy is coordinated by a staff member working with both centers. An attempt is made to find the center most appropriate to the students' needs. Application made to one center is automatically forwarded to the other, if a program is filled or non-existent at the first campus. Such a policy may insure a higher enrollment than would be engendered by a competitive set-up. An added attraction is the unified image this presents to the community.

Drop-Out Rate: Internal Transfers

The drop-out rate for Area I is approximately 15% per year, or about 10% when the Production Agriculture students are excluded. Production Agriculture students are an exception since they will sometimes withdraw and then return. Drop-out rates are, however, especially difficult to define in area colleges since many students statistically labelled "drop-out" may actually only be interrupters. They may have completed their particular program, obtaining a diploma or certificate rather than a degree. Or they may have completed a program to their satisfaction, even though they did not complete the program as outlined by the institution. That is, they may have completed their program, not the school's.

Involvement With Special Groups

Area I offers "quick" courses and individualized instruction and can create high school courses "custon-made" for the student. The Adult Education program offers many extension courses and is reaching out to the elderly. A special project at Dubuque provides education and recreation to this age group. No adult courses are offered in career education excepting Production Agriculture. In-plant training programs are being conducted, such as one presently offered in cooperation with NEBIT at the Sarah Lee Plant.

The administrators at Area I also indicate that there are special programs for Veterans, and gives special attention to the handicapped and delinquents.

There is cooperation with the Mental Health Institute in Independence. Materials are taken to the Institute, and when patients are ready, they are transported out to the campus to attend classes.

Finally, Area I works closely with the Employment Office and Agencies as referral services for those needing special training.

It is recommended that the following special groups be given additional consideration in terms of potential programs: housewives, low income persons, the fearful student, and even the small minority ethnic population in Area I, as well as expansion of any of the above on-going projects.

Special Instructional Strategies.

Area I administers proficiency tests and has a program of early exit for those students completing courses ahead of schedule. Variable entry/exit is favored and has already been incorporated into some pilot programs. The nursing program has been set up on the basis of self-paced learning.

Instructors take a very personal interest in students. Student attitude is considered of top importance. Effort is made to assure that the student sees a course as important to him/her or as helping her/him in some way.

A Life Activities Project, a kind of adapted mini course program, is held six times a year. For an afternoon, students can go anywhere on campus and take a program in anything that interests them.

Finally, the Area I administration is seriously contemplating on-going courses that address themselves directly to community problems. All these are progressive directions looking to the future of education and the essentials of student learning growth, while at the same time remaining sensitive to the needs and expansion pace of Area I.

Foreseeable Program Changes

The administrators of Area I predicts a core approach in Retail Marketing and Interior Decoration for the future, as well as some liaison with Building Materials, since there is much similarity in course offerings. Retail Marketing may be expanded to a two-year program. Area I has moved into three areas of construction, and has had some three-year students as a result.

In the Fall of 1974 the nursing program from Mercy hospital in Dubuque will be absorbed into the college, using a ladder-type curriculum.

The administration at Area I sees an increase in fall enrollment as almost inevitable. The most conservative estimate is 1975 FTE's for the Fall 1973 term: 500 students in adult courses and the others in career education. This encompasses 14 programs at the South Center and 23 or 24 at the Main Campus.

A curriculum committee has been set up to encourage student suggestions for future courses revisions. Many students have recently recommended they would like to lengthen some offerings because they see other skills they would like to know, relating to courses they are presently taking. Two philosophies regarding courses are: 1) When enrollment is down or when there is no longer a need in a particular category, the college must not hesitate to discontinue that program; 2) Some programs may be considered if they fulfill a regional need, even when there is no apparent state need.

Predictions for future offerings do not show a wide range of scope nor a great deal of innovation, but they do indicate high flexibility, ability to adapt to existing conditions, openness to suggestion, and willingness to change. A slow, steady, and solid expansion and growth seems to be in the making at Area I.

B. Factors Specific to Area II

The data presented in chapter two point clearly to the fact that for a relatively short time there will probably be a slight increase in the number of graduating seniors in Area II. It is from this group that NIACC draws the majority of its new students. There is reason to believe, therefore, that there will be a concommitant slight increase in enrollment at NIACC for a few years.

After 1977, however, there is likely to be a decline of high school graduates in Area II. This decline will continue into the foreseeable future; at least until 1990.

Since NIACC had the advantage of a well-established junior college from which to build a viable institution. People of the area, and in fact, the entire state considered enrollment at Mason City Junior College (later North Iowa Area Community College) a desirable alternative in higher education.

Therefore, the percentage of students selecting an area school is already very high among Area II high school graduates, there is little likelihood that NIACC will draw larger proportions than were attracted in the recent past.

These factors plus out-migration probably will have an adverse effect on the potential enrollment of young persons at NIACC. This section deals with other factors, specific to Area II, which influence the model presented in Chapter III. Much of the information is based on an analysis of the interview held with the area college administrators.

Migration Pattern and Causes in the Area

Two factors appear to be the major causes of migration in Area II: farm consolidation and lack of employment markets in the area. Both factors are limiting and promote out-migration.

Speaking to each issue specifically, farm consolidation itself can probably not be reversed. It's cause is economic and the market is too competitive for many small farmers to survive. Modern technology requires expensive machinery which, in turn, earns its keep by cultivating large land areas. To amass larger land areas, one must buy up smaller farms; the alternative is to sell out to the larger ones. Resultant out-migration may, however, be transformed. Several possibilities exist and require cooperation between the area school and other agencies involved. In the "Opening Doors to the Future" section of this report are described some means of doing this. For example, one direction might be to develop programs for farmers learning the occupation or to explore ways in which Production Agriculture could be supplemented by such related fields as Agribusiness, as well as non-related fields.

Lack of employment markets in the area is a factor which, if reversed, generally perpetuates itself. Once industry begins coming into an area, more industry is attracted, and the effect is cumulative. In Area II the following steps are recommended:

1) Close cooperation with Chamber of Commerce, Planning Commissions, and other industry in efforts to attract new industry or expand present centers in the area.

2) Contact with industry to establish cooperative attitudes to share information about possible joint training programs, or new programs which the area college will be willing to establish.

3) Advertising and information distribution about the offerings of the area college to potential industry, new industry, and in-plant workers.

Those industries already in the area tend to employ females on a part-time basis at low-salary. Few industries offer wages on which a person could support a family. Some industry formerly in the area has closed down and moved out. Deckers will probably cut down on the number they employ as will others who are contemplating computer-operated machines. The college cannot find a market for workers outside the building trades area. Even nursing graduates must seek work in surrounding areas, and secretaries generally seek work in Des Moines.

One interesting phenomena is that since many programs exist in the area, new programs at Area II have not been funded in the past. The problem is that many in the community are area-oriented and will not attend programs outside the area. The same applies to graduates of the Area School who are offered employment opportunities outside the area and refuse to take them.

Recruitment

The Area II administrative staff reported several effective methods of recruitment:

1) One-day visits are made to surrounding schools.

2) Schools are brought to visit the campus.

3) A 5-part filmstrip presentation has been developed for showing.

4) A speaker's bureau gives visibility to the college by speaking to organizations in the community.

5) The news media (radio, T.V. and newspaper) is very friendly to the college.

6) An Adult Education Bulletin is published and distributed.

The recruitment philosophy is to serve the public regardless of the institution of higher education which they may finally choose to attend. This promotes good feelings about the college and the college actually enrolls only those people who are really interested in it.

Area II seems to have a heavy balance on the positive side in their recruitment program. Although new ideas may be found in the "Opening Doors" section of this report, the importance of recruitment seems recognized, and the school's policy of honesty and community interest are very growth facilitating.

Factors Affecting Enrollment. College Image in the Community.

The college image has long been established in the community. Everyone knows it and feels positively toward it. Although it was once scattered throughout the downtown area, it has now been consolidated and has a more unified image.

The faculty has also been an older one until recently and was quite conservative, as is the school. A very positive force is the faculty interest in the students and community. One faculty member spends his summers in Mexico, and works with the Chicanos of his area in many ways. This is typical of faculty involvement, and though little publicized, makes for a very good image and community spirit.

To supplement their image-creating techniques, Area II's administration might attempt to incorporate some of the suggestions in the "Opening Doors" section, such as making speakers committees available to civic groups, or setting up a special information van designed to go out into the area and be visited by the people interested in the college. The outstanding faculty personalities might also be publicized more, to let the community know about the fine things that are being done for the students at the college and the people there, who really care.

Drop-Out Rate. Internal Transfers.

The drop-out rate for Area II is approximately 12-14% per year, or 6-7% per semester. Drop-out rates are, however, especially difficult to define in area colleges since many students statistically labelled "drop-out" may actually only be interrupters. They may have completed their particular program, obtaining a diploma or certificate rather than a degree. Or they may have completed a program to their satisfaction, even though they did not complete the program as outlined by the institution. That is, they may have completed their program, not the school's.

Involvement With Special Groups

Area II has a Learning Center where students can come in and prepare for the G.E.D. or take high school equivalency courses toward graduation. Some high schools even send ongoing students to enroll. Those enrolled are primarily referred by various agencies.

The high school student is also a concern in the quest for a drop-in, drop-out center where the high school student can go for help and study. The college has been employing its Special Needs Coordinator to help these students and is looking for ways to offer more opportunities and expand in this area.

A four to six week reorientation program is offered for the unemployed who come mainly from the Alchoholics Center or for those being released from prison.

Two nights a week a counselor is available to the community at large. This is well-publicized and is open to all non-students as well as students.

Out-of-state students are not recruited.

The CLEP program is being assessed, and will probably be a reality in the 1973-74 school year.

Special emphasis in Area II seems to be on the student in high school or seeking high school completion, as well as on those adults needing reorientation or counseling. It is recommended that the following special groups be given additional consideration: housewives, low income persons, the fearful student, the handicapped, the elderly, minority groups, and Veterans.

Special Instructional Strategies

No-fail grading exists at Area II. The "F" is still given, but the student can take an Incomplete instead and has 16 weeks in which to complete, or he can withdraw from student status the day before his final exams or can drop single courses one week before exams. Teachers also make a special effort to see that students understand and pass courses.

It is possible at Area II to test out of a course early. If a student has the background, he is given advanced placement. This is done informally; a teacher will simply take a new student, find out where he is in his learning and place him accordingly. Something new being considered at Area II is continuing education units. Every ten hours of education would be considered one unit.

The administrators of Area II feel that something other than the FTE approach to income would be beneficial to the student, since courses could be made shorter, were it not for the need to finance them through FTE status. The Area II Administrators are also interested in Variable Entry and Exit, but find the constant updating too expensive and would welcome some reasonable priced packaged courses.

Area II has an Academic Affair's Committee in which students have a voice and a Student Affairs Committee on which a majority of students sit. Many committees are thus integrated and generally the two groups (student and faculty-administration)mutually support one another.

All these are progressive directions looking to the future of education and the essentials of student learning growth, while at the same time remaining sensitive to the needs and expansion pace of Area II.

Foreseeable Program Changes

Area II's administrators look to the needs and interests of professional groups for future course offering ideas. At the moment an automobile course and club are sponsored by the college, as well as a bankers group, and an insurance group.

Short term courses are planned, as changes in job requirements and technology occur, to retrain workers. It is hoped that the Federal Government will give the older worker a chance to go back, retrain, and be placed in a job, undef the Equal Opportunities Act.

Pre-Career Social Worker and Dental Assistant are looked to as possible future offerings; they are being weighed in terms of Iowa migration patterns. A new program is being offered in the fall of 1973 in the Building Trades Area emphasizing Carpentry. Apprenticeship programs are located in Mason City in conjunction with the unions. Short term programs such as Truck Mechanics for Truck Drivers, may be offered for from two weeks to a month in Adult Education. Welding, a Dental Assistant program, and Auto Body are predicted.

Pre-Baccalaurate Career opportunities in community service type programs are being considered, as Assistant City Manager and Assistant Building Inspector. Farm Mechanics is being reduced from a two-year to a one-year program.

An increase in students taking evening courses has been experienced. Four different courses will be offered in Charles City in the 1973-1974 year, due to the high population of the area. And a special part-time program, spanning 5 years, will be offered in the evening Adult Education division, in Career Education as well as Arts and Sciences, to obtain the AA degree.

The predictions for future offerings at Area II show a fairly wide range of scope and expansion, as well as some innovation. The ability to adapt to existing conditions is an important asset. To experience any significant expansion in enrollment, Area II will have to work hard to reach new groups of students and to attract new employment possibilities to the community or create them from within.

B. Factors Specific to Area III

The data in Chapter II point clearly to the fact that there will be a relatively stable enrollment in the high schools of Area III for the next few years. The result is that there will be fairly consistent numbers of high school seniors from which Iowa Lakes can draw the substantial majority of its students each year until about 1980. After that time, into the foreseeable future, however, there will be a steady decline of such persons in Area III if birthrate and migration patterns remain the same as in recent years.

Since substantial numbers of graduates of Area III high schools already choose a public two year school it is unlikely that this percentage can be increased to any substantial degree. The fact that Estherville had an established junior college for some time prior to the existence of the area school system, there was already a tendency for young people to choose a public two year school. Therefore, the development of the statewide system of area schools has not served to increase the number choosing two year public institutions to the extent it has in other areas of the state.

This section attempts to deal with a summary of the interview conducted with the administrators of Area III, as their comments relate to enrollment projection.

Migration Pattern and Causes in the Area

Two factors appear to be the major causes of migration in Area III. The stimulating factor is an expansion of industry; the delimiting factor appears to be farm consolidation.

Employment increase in Area III is expected to centralize in the five major towns, all of which have active industrial commissions and are seeking industry. The increase is already occurring and Spencer soon expects to bring in a new industry that will employ 500 people. Area III has very little union labor. There is a big supply of lower income women in the area also, who are willing to work for $2.00 an hour.

Several consequences may follow: 1) In-migration of employment-seekers from other areas, bringing more potential students, both teen-age and adult; 2) Institution of new area school training programs, either in-plant, or as a pre-employment education; 3) Employment of untrained workers, either for jobs needing unskilled labor, or concurrent with independent in-plant training, who might otherwise have enrolled at the area school.

Close cooperation between the area school and its stimulating factors is a major means of increasing enrollment. In the case of Area III, the following steps are recommended: 1) Close cooperation with Chambers of Commerce, Planning Commissions, and other industry in efforts to attract new industry or expand present centers in the area; 2) Contact with industry to establish cooperative attitudes, to share information about possible joint training programs, or new programs which the area college would be willing to establish; 3) Advertising and information distribution about the offerings of the area college to potential industry, new industry, and in-plant workers. In connection with this, community colleges have a tradition of utilizing advisory committees from industry in planning campus programs. It is suggested that similar committees be set up for the arts and sciences, inviting members from the various institutes of higher education to share their knowledge and ideas. Recommendations might also be solicited for recruiting techniques. Students could be invited to sit on all these committees, as well as former students. Other possible alternatives for action in this and other areas, may be found in the "Opening Doors to the Future" section of this report.

The Area III administrators recognize there is out-migration in their area and that it can be changed if the power structures in the community invite industry in and provide the right types of training.

Limiting factors, on the other hand, can only be counteracted or transformed. Farm consolidation, and subsequent out-migration of farmworkers, is a trend which can be dealt with in both ways. Consolidation itself can probably not be reversed. It's cause is economic and the market is too competitive for many small farmers to survive. Modern technology requires expensive machinery which, in turn, earns its keep by cultivating large land areas. To amass larger land areas, one must buy up smaller farms; the alternative is to sell out to the larger owners. Subsequent out-migration may, however, be transformed. Several possibilities exist and require cooperation between the area school and other agencies involved. In the "Opening Doors to the Future" section of this report are described some means of doing this. The administration of Area III has expressed an interest in developing programs for farmers leaving the occupation. One direction might be to explore ways in which Production Agriculture be supplemented by such fields as Agribusiness, as well as non-related fields.

Recruitment

The administrators of Area III believe recruiting is essential and competitive in their area. To them recruiting means making people aware of what is available, not necessarily doing a hard sell. Regular calls on schools, going directly to the students, brochures, TV releases, and radio announcements are all part of the program.

In Area III the importance of recruitment seems recognized, and the school's policies very growth facilitating. However, some new ideas may be found in the "Opening Doors" section of this report.

Factors Affecting Enrollment. College Image in the Community.

Area III is virtually free of competition from other institutions of higher education within the area. The only other post high school institutions consist of a beauty school and a business school. Yet there have been 46 colleges recruiting in the area. Neighboring Area II has had 87.

Another factor affecting enrollment is the over-demand for vocational programs. These programs are filled a year ahead of time and addition of new sections would result in an unhealthy number of students concentrated in one area.

In addition, the administrators of Area III feel that the following factors have an impact on enrollment: 1) student educational values and interests; 2) quality of instruction within the institution; 3) attitude of staff and; 4) attitude of staff to its institution.

Problems with Multiple Campus Set-Up

The campus III colleges work together and are trying for North Central Accreditation as one college with two addmissions centers; one central administration, and one admissions officer. Although there is a competitive spirit evident between the Arts and Sciences and Voc-Tech Divisions, there is no bitter inter-campus competition per se.

Expected Foreseeable Program Changes

The administrators of Area III have been advised that they should grow toward agriculturally related areas. Most students in their programs go back to the farms--even the mechanics. There is vocational and academic preparation, but very little technical training in the school and there is not a great deal in sight for the future.

There is an out-migration of secretaries from the five counties as well. Area III is moving in the direction of more career option programs to make use of the Arts and Sciences core, as well as to provide more specific identifiable opportunities for students. Training for Nurses Aides, Teachers Aids, etc. will continue to be important as these can become part-time jobs for mothers.

Continuing education is emphasized. Adult Education has been put into almost every town and city possible. There is a possibility for NEBIT in the future, though competition is high from Kirkwood, Ankeny, and other neighboring area schools.

Predictions for future offerings at Area III show some range of scope and innovation in dealing with the special characteristics of Area III, and should aid greatly in reinforcing the holding power of the school.

B. Factors Specific to Area IV

The Tables and Figures in Chapter 2 point clearly to the fact that for some time, until 1978 or 1979, there will be a continuing slight increase in the number of high school graduating seniors in Area IV. It is from this group that the Northwest Iowa Vocational School draws the substantial majority of its new student body each year. Therefore, there is reason to believe that there will be increasing enrollments at Area IV for the next few years.

However, there is, after 1979, a decline in the available high school graduates within Area IV. This decline will continue into the foreseeable future; at least until 1990. The effect that this could have on the enrollment at the Area IV school is obvious. Unless greater proportions of Area IV's graduating seniors elect to attend the area school it is highly probable that enrollment will decrease after 1979. There are, of course, factors to be considered, specifically in regard to Area IV in projecting enrollment even with the aforementioned enrollment and population data.

Since Area IV is a relatively new phenomenon in Northwest Iowa, its impact as an institution has not been fully realized.

In regard to this question, it is interesting to note that in the areas of the state in which a public "community college" has existed for some time, the percentage of high school graduates electing that alternative of post high school education is nearly 25%. Without an Arts and Sciences Division it is unlikely that Area IV Vocational School will approach that figure, but a higher percentage does not seem to be unattainable even with limited curricular choices. As was pointed out earlier, in 1971 approximately sixteen percent of the high school graduates in Area IV chose a public two-year school. Of course, not all enrolled at Area IV, but a substantial number undoubtedly did so. Concerted admissions effort in the local schools and additional curricular offerings both should result in an increased enrollment.

The Northwest Iowa Vocational School was able to start operation with some inroads into career education through high school level programs before the institution was formally created in 1966. There were no existing institutions that required assimilation, as with some other areas. There was a singleness of purpose expressed by the personnel associated with the institute that served to strengthen the position of the school in the community. Since the geographical center of the area also is the approximate population center, proximity of the campus to the primary sources of students within Area IV must be considered a positive factor.

This section attempts to deal with a summary of the interview conducted with the administrators of Area IV, as their comments relate to enrollment projection.

Migration Pattern and Causes in the Area

The major cause of migration in Area IV is a stimulating factor - - - industrial growth. Although migration is still out of the area, there is a strong feeling that the area school has definitely played an important part in curbing it. There is now little loss of industry, and some industry is new to the area. The average area plant holds 5-25 employees and the school gears to the small employer. The industrial development chairman for the various towns of Merged Area IV provides prospective industries with tours of the campus and also shows a slide presentation that illustrates the types of training that could be provided for some of their (the industries') needs. Area IV administrators feel that Iowa probably needs more vocational and technical than professional people and is seeking to train them. Thus, a stimulating factor in Area IV appears to be expansion of industry.

Several consequences may follow: 1) In-migration of employment seekers from other areas, bringing more potential students, both teenage and adult; 2) Institution of new area school training programs, either inplant or as a pre-employment education; 3) Employment of untrained workers, either for jobs needing unskilled labor or concurrent with independent inplant training, who might otherwise have enrolled at the area school.

Close cooperation between the area school and its stimulating factors is a major means of increasing enrollment. In the case of Area IV, the following steps are recommended: 1) Close cooperation with Chamber of Commerce, Planning Commissions, and other industry in efforts to attract new industry or expand present centers in the area; 2) Contact with industry to establish cooperative attitudes, to share information about possible joint training programs or new programs which the area college would be willing to establish; 3) Advertising and information distribution about the offerings of the area college to potential industry, new industry, and inplant workers. In connection with this, community colleges have a tradition of utilizing advisory committees from industry in planning campus programs. It is suggested that similar committees be set up for the arts and sciences, inviting members from the various institutes of higher education to share their knowledge and ideas. Recommendations might also be solicited for recruiting techniques. Students could be invited to sit on all these committees, as well as former students. Other possible alternatives for action in this and other areas may be found in the "Opening Doors to the Future" section of this report.

Recruitment

The stated policy of the administrative staff of Area IV is to visit all the high schools, meet with counselors and teachers, distribute print materials, and show slide presentations that promote special programs. The approach is low - keyed and personal. The emphasis is to promote the worth of vocational-technical education rather than high pressure recruitment. Radio and television promotion is used as well as "NIVS Information Centers" available in each high school.

High school counselors have been organized into a group commonly called Merged Area IV Student Services Personnel with informative meetings held four times yearly. A close working relationship has been established with all counselors. All agency people are kept fully informed of developments at the institution.

Adequate Student Services staff seemed to be a problem but is now remedied with the addition of two additional counselors so that more time can be spent on recruiting and more services provided for students already in attendance. More emphasis is being placed on recruitment by promoting programs through industrial arts, agriculture, math, science, and distributive education teachers.

Although new ideas may be found in the "Opening Doors" section, the importance of recruitment seems recognized and the school's policies are very growth facilitating.

Factors Affecting Enrollment - College Image in the Community

Area IV's image in the community is a changing one. The college is a vocational-technical school; the first students enrolled were "high school misfits." This created some built-in prejudices on the part of the above average high school student as to the nature of the school. The problem still persists in that some people see Area IV as a place for people who can't make it in a "regular" college. A changing image is emerging as more recent enrollments indicate a cross section of academic potential. Students of all ability levels are actively recruited.

Sheldon has an especially pleasant campus which is a plus. The community is well aware that the person who attends Area IV will have a higher paying job when he comes out and the adult night school has had a heavy impact and built up a good reputation.

Another advantage of Area IV is the low cost - - $100 tuition per year. An open door policy is in effect; however, certain programs require special qualifications.

Drop Out Rate - Internal Transfers

The drop out rate for Area IV is approximately 3.5 - 4% per year. During the 1971-72 school year there were 18 internal transfers. Eighty percent of the courses at Area IV start in the fall. Flexibility is becoming more evident in terms of starting dates as more programs allow admission each quarter of the year. Students are not automatically put into a program but are tailor-fitted depending on the industry they are planning to work for.

Students will sometimes withdraw and then return; students may not obtain a degree, that is a diploma or certificate. Thus, many students statistically labeled as drop-outs may actually only be interrupters or may have completed their particular program or completed a program to their satisfaction, even though they did not complete the program as outlined by the institution. That is, they may have completed their program, not the schools.

Involvement with Special Groups

There are no programs specially designed for the older age group. Housewives, for example, generally enroll in such courses as Homemaking. A commission is being formed on the aging. Veterans are contacted through radio and newspaper.

The high school drop-out is provided for by free tuition up to age 21. Two rehabilitation counselors are serving the people of the area. The Custodial Aide and Building Maintenance Programs are designed to meet the needs of some handicapped people in the area.

A loan drive has been conducted and funds raised so that the more financially needy persons can be helped through loan monies. North Central Accreditation and Department of Public Instruction approval is still necessary so that the institution can become eligible for more federal financial assistance programs to help students. Part-time job placement has been helpful in assisting students to earn some of their expense money.

Minority student recruitment has been very limited because of small minority numbers in the area. A few out-of-state students do enroll from Nebraska, South Dakota, and Minnesota.

There is an eight to one male-female ratio at Area IV. Three programs are designed specifically for women. Although they are free to enroll in other programs the tendency is not to do so.

Expansion of any of the above on-going projects would be beneficial to Area IV as well as consideration in terms of potential programs for the fearful student and the delinquent.

Special Instructional Strategies

Although there are no programs in self-paced learning at Area IV, and no program where one can begin or finish a course before another student, there is a new program being developed which utilizes self-paced learning, though students are still locked into the quarter system. The result is that the student simply leaves until the next term if he finishes before the end of the quarter. Instruments are not available for evaluation necessary to receive credit for advance standing.

There are extension and evening courses for Production Farm Veterans, but regular career programs are not taken off campus nor are they conducted at night. No indication of demand has been seen for this and up to the present time only adult courses have filled the evening time block.

Area IV is moving in the direction where all subjects will have to be passed. At the present time they are allowing students to fail and still graduate. To correct the problem, the plan is to establish a program where the student will drop out of regular courses when he is not doing well and finish the course following an incomplete and work privately with an instructor or in the Learning Center; try a new program; or take the course again another term.

Essentially Area IV's is a competency-based curriculum with performance-based objectives.

Area IV administrators would also like to have proficiency exams developed, though they feel many students would not use them, since they prefer to take the courses even if qualified to pass over them.

Expected Foreseeable Program Changes

The only program Area IV administrators are phasing out is High School Auto Mechanics while continuing High School Auto Body and High School Welding. A new seven-term program in Heavy Equipment Operation & Maintenance is being initiated as well as expansion of the business programs, perhaps going into Distributive and General Marketing. A Bricklayers Program is also being considered. Architectural Drafting may come in later.

Area IV has the first ongoing program of NEBIT in the area with the Chase Bag Company and is prepared to assist as more need arises.

Area IV does not anticipate starting an Arts and Sciences Division; however, community college status has been received.

Also seen in the future are the expanding of supplemental courses in Fire Fighting and Law Enforcement.

Livestock management, environmental control, electro mechanics and possible agri-marketing as well as some in depth career exploratory programs are anticipated for the year 1974-75.

The predictions for future offering for Area IV show a wide range of scope and some innovation, as well as indicating high flexibility, ability to adapt to existing conditions, openness to suggestion, and willingness to change. The programs should add greatly to a strong holding power at Area IV.

B. Factors Specific to Area V

The data in Chapter II point clearly to the fact that for a few years; until 1977 or 1978, there will be a continuing slight increase in the number of high school graduates in Area V. It is from this group that Iowa Central Community College draws the substantial majority of its new students each year. There is reason to believe, therefore, that there will be a slight increase in the enrollment in the Iowa Central Community College for the next few years. The numbers of high school graduates will probably be maintained until 1977 after which a decline will be experienced that will last into the foreseeable future.

Since substantial numbers of the graduates of Area V high schools already choose a public two year school, it is not likely that that percentage will increase. All three campuses of Iowa Central Community College are institutions that were well-established before the advent of the state-wide system of area schools. Therefore, the development of the system has not served to increase the number choosing two year public institutions to the extent it has in other areas of the state.

This section attempts to deal with a summary of the interview conducted with the administrators of Area V, as their comments relate to enrollment projection.

Recruitment

The administrators of Area V indicate that the institution conducts a very active recruitment program. They are looking, at present, to new age groups such as housewives and have added staff and committed special resources to admissions and advertising.

The admissions philosophy at Area V is a modified Open Door Policy. The exception to a complete open door is that everyone coming into Voc-Tech is interviewed once with a counselor and once with a teacher. The teacher does, in fact, select his own classes and feels a special commitment to these students.

Area V administrators are developing proficiency tests for Voc-Tech comparable to the CLEP test in the Arts and Sciences Division. Some students say they would not have come to Area V had the CLEP not been available to them.

The Learning Center counselor at Area V has actually gone into the area and knocked on doors, but without much success.

Area V seems to have a balance on the positive side in its recruitment program. Although new ideas may be found in the "Opening Doors" section, the importance of recruitment seems recognized.

Factors Affecting Enrollment. College Image in the Community.

Area V administrators feel the need to work on the school's image in the community. They believe the school's offerings need legitimizing because many look at Area V as a last-ditch attempt at going to college or as a place to go when there is nothing else to do. Area colleges are becoming more recognized, but some still suffer in the student mind.

One of the positive factors contributing to Area V's image is the fact that they actually choose their own students and very few students are turned down. There is a personal interest in the student's welfare. Another plus is the age of the institutions. They are established and most of the staff is experienced -- some have been on location for 40 years. The staff has a good reputation.

Problems with Multiple Campus Set-Up

Area V has three schools or centers. Though admissions work is done out of all three, they are not autonomous and all recruit for Iowa Central. Thus, a cooperative, rather than a competitive set-up exists.

Drop-Out Rate. Internal Transfers.

Area V does not recognize attrition and has no statistical knowledge of what happens to it's students. In Arts and Sciences, one out of two students will transfer. When students leave, they are placed in employment.

Students will sometimes withdraw and then return; students may not obtain a degree, but a diploma or certificate. Thus, many students statistically labeled as drop-outs may actually only be interrupters or may have completed their particular program or completed a program to their satisfaction, even though they did not complete the program as outlined by the institution. That is, they may have completed their program, not the schools.

Involvement with Special Groups.

No special programming has been given to minorities or to the housewife in Area V. Other groups have, however, been given individual attention. The adult, the elderly, low-income persons, drop-outs, and students from correctional institutions are among those groups. Another such group is comprised of high school students, for whom a day high school is conducted, with learning levels of achievement replacing classes per se. The learning center is notified by the high school of drop-outs in the area, and proceeds to contact them.

Lower tuition rates have been established for the elderly. For anyone over 65 the fee os $1.00 per class.

There are 2.5% blacks in Fort Dodge and Area V has not been getting the proportion of them that they feel should be theirs. One of the problems involved is that many from this group have not been graduating from high school. A heavier involvement of these students in the Learning Center is a possible direction for this group.

Expansion of ongoing projects would be beneficial to Area V as well as consideration in terms of potential programs for the fearful student, the housewife, and minorities.

Special Instructional Strategies

Area V administrators are interested in setting up educational divisions within the Arts and Sciences, with a possibility of AA and AS degrees where courses can transfer across lines. One process already functioning is the preliminary enrollment of nursing program students in the Arts and Sciences division to build their science skills. An idea being considered is a degree requiring any 60 hours.

These are progressive directions looking to the future of education and the essentials of student learning growth, while at the same time remaining sensitive to the needs and expansion pace of Area V.

Expected Foreseeable Program Changes

Area V hopes for career courses being taught off-campus in the future, though without funding few new programs can be implemented. Although some money is available to initiate programs, little is carried over for maintenance of programs once begun, following the first year of operation.

Area V administrators do not foresee starting any voc-tech programs in the next year or two, though some career options programs may be put together for the 25 and older age group. One of the functions which Area V plans to continue is taking courses which award college credit out to the high schools and may even begin paying teachers in the high schools to teach the classes on location. A type of Security Office course like Nightwatchman, or Floor Walker, is under development for older people.

Area V believes that things must be made a lot easier for the working age group to attend the college. At present, even obtaining a degree represents little pay-off to these people.

Predictions for future offerings show some range of scope and innovation, as well as indicating high flexibility, ability to adapt to existing conditions, openness to suggestion, and willingness to change. They should aid greatly in reinforcing the holding power of the school.

B. Factors Specific to Area VI

The data in Chapter II point clearly to the fact that for a few years; until 1978 or 1979, there will be a continuing slight increase in the number of high school graduates in Area VI. It is from this group that both Ellsworth and Marshalltown Community Colleges draw the substantial majority of their new students each year. There is reason to believe, therefore, that there will be a slight increase in the enrollment in the Iowa Valley Community College District for the next few years. The numbers of high school graduates will probably be maintained until 1982, after which a decline will be experienced that will last into the foreseeable future.

Since substantial numbers of the graduates of Area VI high schools already choose a public two year school, it is not likely that that percentage will increase. Both Ellsworth and Marshalltown Community Colleges are institutions that were well-established before the advent of the state-wide system of area schools. Therefore, the development of the system has not served to increase the number choosing two year public institutions to the extent it has in other areas of the state.

This section attempts to deal with a summary of the interview conducted with the administrators of Area VI, as their comments relate to enrollment projection.

Migration Pattern and Causes in the Area

Two factors appear to be the major causes of migration in Area VI. The stimulating factor is an expansion of industry; and the delimiting factor appears to be farm consolidation.

Industry is expected to grow slowly in Area VI. There is a good business community. Monsanto and Fishers are two industries that have accelerated growth as has a new shopping plaza.

At the same time there is a declining rural-agricultural population as exemplified by the out-migration in Tama County.

Several consequences may follow: 1) In-migration of employment-seekers from other areas, bringing more potential students, both teen-age and adult; 2) Institution of new area school training programs, either in-plant, or as a pre-employment education; 3) Employment of untrained workers, either for jobs needing unskilled labor, or concurrent with independent in-plant training, who might otherwise have enrolled at the area school.

Close cooperation between the area school and its stimulating factors is a major means of increasing enrollment. In the case of Area VI, the following steps are recommended: 1) Close cooperation with Chambers of Commerce, Planning Commissions, and other industry in efforts to attract new industry or expand present centers in the area; 2) Contact with industry to establish cooperative attitudes, to share information about possible joint training programs, or new programs which the area college would be willing to establish; 3) Advertising and information distribution about the offerings of the area college to potential industry, new industry, and in-plant workers.

Limiting factors, on the other hand, can only be counteracted or transformed. Farm consolidation, and subsequent out-migration of farmworkers, is a trend which can be dealt with in both ways. Consolidation itself can probably not be reversed. It's cause is economic and the market is too competitive for many small farmers to survive. Modern technology requires expensive machinery which, in turn, earns its keep by cultivating large land areas. To amass larger land areas, one must buy up smaller farms; the alternative is to sell out to the larger owners. Subsequent out-migration may, however, be transformed. Several possibilities exist and require cooperation between the area school and other agencies involved. In the "Opening Doors to the Future" section of this report are described some means of doing this. One direction might be to explore ways in which Production Agriculture could be further supplemented by such fields as Agribusiness, as well as non-related fields.

Recruitment

The Area VI administrative staff has a multi-college rather than a multi-campus basis for operation, with each institution largely autonomous. Their main recruitment philosophy is to provide information to potential students in any way possible. The main off-campus activity is an at least twice-yearly visit to high schools in the area.

The underlying recruitment philosophy concerning the dual campus arrangement in Area VI is for cooperation rather than competition. The assumption is that most colleges in Iowa no longer carry any real admissions standards.

Area VI seems to have a solidly based recruitment program. Although new ideas may be found in the "Opening Doors" section of this report, the importance of recruitment seems recognized, and the school's policy of honesty and community interest are very growth facilitating.

Factors Affecting Enrollment. College Image in the Community.

The image of both colleges have long been established in the community. The faculty is an older one and an influential one. There is a great deal of community loyalty and activity.

To supplement their image-creating techniques, Area VI's administration might attempt to incorporate some of the suggestions in the "Opening Doors" section, such as making speakers committees available to civic groups, or setting up a special information van designed to go out into the area and be visited by the people interested in the college.

Problems with Multiple-Campus Set-Up

The Area VI campuses try to work together and help each other. They inform students about both campuses and are contemplating a common admissions office listing all programs available in the area.

A single admissions policy and application procedure and good use of the news media to play up the assets of the various campuses and their unity might insure a higher enrollment than would be engendered by a competitive set up. An added attraction is the unified image this presents to the community.

Drop-Out Rate. Internal Transfers.

The drop-out rate at Area VI is approximately 3-5% during the fall term. About 10% of the fall enrollment do not re-enroll in the spring. Thus there is an attrition rate of about 13-15% during the school year. Nearly 70% of students completing their first year return for the second year of their two year programs. These figures are registered for the Ellsworth campus. Marshalltown has a slightly higher rate. Many students are an exception since they will sometimes withdraw and then return; students may not obtain a degree, but rather a diploma or certificate. Thus, many statistically labeled as drop-outs may actually only be interrupters or may have completed their particular program, without obtaining a diploma or certificate rather than a degree. They may have completed a program to their satisfaction, even though they did not complete the program as outlined by the institution. That is, they may have completed their own program, not the school's.

Involvement with Special Groups

Area VI encompasses many specialized institutions such as an Old Soldiers Home and an Independent Learning Center. Effort has been made to provide learning experiences for these special groups.

Concerning minorities, there are special programs for the Indians at Tama and a fairly high proportion of blacks enroll at the Area VI schools.

The Ellsworth campus has tried to aid the handicapped through installation of ramps and other physical facilities. A Reading Improvement Program also exists there.

Quite a bit of in-job training is done as well.

It is recommended that the following special groups be given additional consideration in terms of potential programs: housewives, low income persons, the Veteran and the fearful student, as well as expansion of any of the above on-going projects. Even more might be done at the Indian Settlement at Tama, as well.

Special Instructional Strategies

Area VI has moved heavily into individualized, self-paced learning at the areas of Psychology, Biology and related fields.

Two learning counselors or learning strategists are available, who work solely with students who have academic problems.

A quota system has been suggested, to help provide what is needed to upgrade every person in every occupation.

All these are progressive directions looking to the future of education and the essentials of student learning growth, while at the same time remaining sensitive to the needs and expansion pace of Area VI.

Foreseeable Program Changes

Area VI administrators see the availability of money as a crucial factor in developing courses for the future.

Some of the most predictable trends are:

1) An expansion of adult education in all areas.

2) An increase in the number of short, part-time activities.

3) An increase in services provided to special groups.

4) At the Marshalltown campus, new courses in Community Services Careers, Recreational Leadership, Management, Refrigeration and Air Conditioning.

5) At the Ellsworth campus and at Marshalltown, new courses in Career Ladders for Executive and Legal Secretaries, Care Center Management, Adult Care, Assistant Workers, Small Engine Sales and Service, and Agricultural Supplies and Services.

The predictions for Area VI show a fairly wide range and some innovation, as well as an ability to adapt to existing conditions and a willingness to change. Maintenance of present enrollment levels seems to be possible at the Iowa Valley Community College District. Additional growth will inevitably require efforts to reach new markets, for new students, with new approaches to education, and new programs.

B. Factors Specific to Area VII

The Tables and Figures in Chapter 2 point clearly to the fact that for some time, until 1980 or 1981, there will be a continuing slight increase in the number of high school graduating seniors in Area VII. It is from this group that the Hawkeye Institute of Technology draws the substantial majority of its new student body each year. Therefore, there is reason to believe that there will be increasing enrollments in Hawkeye Tech for the next few years.

However, there is, after 1981, a decline in the available high school graduates within Area VII. This decline will continue into the foreseeable future; at least until 1990. The effect that this could have on the enrollment at the Area VII school is obvious. Unless greater proportions of Area VII's graduating seniors elect to attend the area school it is highly probable that enrollment will decrease after 1981. There are, of course, factors to be considered, specificially in regard to Area VII in projecting enrollment even with the aforementioned enrollment and population data.

Since Hawkeye Institute is a relatively new phenomenon in Northeast Iowa, its impact as an institution has not been fully realized.

In regard to this question, it is interesting to note that in the areas of the state in which a public "community college" has existed for some time, the percentage of high school graduates electing that alternative of post high school education is nearly 25%. Without an Arts and Sciences Division it is unlikely that Area VII Vocational School will approach that figure, but a higher percentage does not seem to be unattainable even with limited curricular choices. As was pointed out earlier, in 1971 approximately twelve percent of the high school graduates in Area VII chose a public two-year school. Of course, not all enrolled at Area VII, but a substantial number undoubtedly did so. Concerted admissions effort in the local schools and additional curricular offerings both should result in an increased enrollment.

The Hawkeye Institute of Technology was able to start operation with some inroads into post high school education through MDTA programs before the institution was formally created in 1966. There were no existing institutions that required assimilation, as with some other areas. There was a singleness of purpose expressed by the personnel associated with the institute that served to strengthen the position of the school in the community. Since the geographical center of the area also is the approximate population center, proximity of the campus to the primary sources of students within Area VII must be considered a positive factor.

This section attempts to deal with a summary of the interview conducted with the administrators of Area VII, as their comments relate to enrollment projection.

Migration Pattern and Causes in the Area

An interesting migration phenomena is reported by Area VII. Most other areas report their main migration characteristics are farm consolidation, which depopulates the rural areas, and industrial expansion, resulting in swelling the cities. Area VII is experiencing an out-migration from the cities to more rural areas. This is exemplified by the town of Denver, where there is now a housing shortage. People moving from the city are not, however, leaving their big city jobs. They commute daily to Waterloo, for example, but seem to value suburban-country life enough to spend time traveling to and from work daily.

Substantial lay-offs and strikes may lie in the near future at both John Deere and Rath Packing in the fall of 1973. These two industries affect the school very strongly and Rath Packing has been laying people off since 1955.

Since industry seems to be the main in-migration factor for Area VII, the following steps are recommended:

1) Close cooperation with the Chamber of Commerce, Planning Commissions, and other industry in efforts to attract new industry or expand present centers in the area.

2) Contact with industry to establish cooperative attitudes, to share information about possible joint training programs, or new programs which the area college would be willing to establish.

3) Advertising and information distribution about the offerings of the area college to potential industry, new industry and in-plant workers.

4) Consideration might also be given to up-grading in the Building Trades Program if the housing shortage seems to be pointing to expansion and a new housing industry.

Recruitment

The administrators of Area VII believe that recruiting will become increasingly difficult in the future as competitive institutions lower their standards of admission and the available market of students becomes smaller. There is a strong feeling that it is appropriate that other area schools recruit in Area VII so that students may be well-informed concerning the programs available everywhere and may choose the best one for them.

Area VII's recruitment policy does not, however, involve going into other areas to recruit. It does include career night, faculty speakers at various community organizational meetings, such as Kiwanis, use of all members of their institution in some way, and radio and television.

Area VII seems to have a positive recruitment policy and program. Although new ideas may be found in the "Opening Doors" section of this report, the importance of recruitment seems recognized and the school's policy of honesty and community interest are very growth facilitating.

Factors Affecting Enrollment. College Image in the Community.

Area VII has an excellent image in the community. People living in the area are behind the college and "say wonderful things about it."

One problem they have is that if they add an Arts and Sciences Curriculum in the future, they will be forced to change their name to Community College. They are reluctant to do so, since in the minds of many community leaders this would symbolize an abandonment of all they are now doing.

Problems Associated With Lack of Centralized Campus

Area VII has a decentralized campus. This can be an asset because the location of instruction may be more convenient to the people. Extension centers would be especially helpful where many people live outside the city.

The decentralized campus creates some problems in terms of image in the community, however. It may be more difficult for people to identify with many different buildings spread out over an area, than with one campus that symbolizes "Area School" to them. It is also confusing many times, for people to understand how the different parts of the campus fit together, where to go to register, and why there are so many different locations.

The following are suggested as stimulating enrollment factors for Area VII:

1) A unified admissions policy and application procedure.

2) Good use of the news media to explain the reason and purpose for the different faces of the college and to play up the assets of a decentralized campus.

3) A common unifying theme . . . a color, symbol, etc. . . . identifying the various buildings.

Drop-Out Rate Internal Transfers

The drop-out rate for Area VII was approximately 15.3% - 15.6% for the 1972-1973 year. For the two-year students the rate is 28.7% - 33.0%.

There is variance among programs for this factor. Electronics, for example, has a 67% drop-out rate. The average rate, however, is 20.5% - 33%. Drop-out rates are especially difficult to define in area schools, since many students statistically labelled drop-out may actually only be interrupters or may have completed their particular program, without obtaining a diploma, certificate, or a degree. They may have completed a program to their satisfaction, even though they did not complete the program as outlined by the institution; that is, they may have completed their own program, not the school's.

Involvement With Special Groups

Area VII has a high interest in the high school drop-out. Although Area VII administrators do not feel that this should be a primary function of the area school, the community offers no other alternative for the drop-out, and thus the Area VII college has taken him in. This, of course, is not only a positive factor in promoting community well-being as a whole, but will promote enrollment in other Area VII courses as students accomplish their high school completion and look for advanced education.

Area VII also works with the older student in Adult Education programs and offers courses for the handicapped, especially the mentally retarded. These are often neglected members of the community and the work being done with these special groups at Area VII is a stimulating factor in enrollment. Adult Education seems an especially fruitful area for future expansion, since it will probably become the main source of enrollment increase in the coming years. Presently not much Adult Education is offered in the evening.

Students have been brought in by the Sheriff from the local prison. Although delinquents are enrolled in the school, there are not as many as are in areas with delinquent institutions.

Basic information about the school and courses offered is sent to all Veterans. An attempt is made to reach minorities, but this is very difficult.

An extended development program is carried on in cooperation with Goodwill for the handicapped and the mentally retarded. Although Area VII administrators would like to work with high school students, they are presently without funds for such a purpose.

It is recommended that the following special groups be given additional consideration in terms of potential programs: housewives, low income persons, the fearful student and the minority ethnic population.

Special Instructional Strategies

There is a strong feeling expressed by the administration that Area VII needs more individualized instruction, so that students may be taken when they come in and placed at their particular ability level on a variable entry date basis.

A Curriculum Laboratory has been suggested as a way to develop new courses. An alternative suggestion is to farm projects out to be developed and then share findings with the entire state. Area VII's administrators feel that more sharing and less competition is needed between area schools.

Area VII's administrators would also like to see FTEE's based on contact hours rather than dividing class hours into laboratory and other categories.

Foreseeable Program Changes

Looking to the future, predictions for Area VII include some Business programs and other programs with may be operated at relatively low cost to the institute. This is necessary because the high school programs were not directly funded and must be supported indirectly. Area VII lacks a high profit program. Most other area schools have them, and Business Education is generally one of those programs. Basically, Hawkeye Tech does not have a complete program in the areas of commerce or business and hopes to build them. In some present cases, not even the cost of the program is covered; fortunately public funds will help out until the budget stabilizes, but even so, Area VII does not believe it has sufficient funds to build a more complete vocational technical program.

A trend toward more vocational-technical enrollment and away from general enrollment is anticipated, with greater utilization of facilities. A limited need for Arts and Sciences courses is envisaged and might be incorporated in a night class type of set-up. However, as long as a lesser number of hours, offered in Arts & Sciences, will deprive the school of the name "Community College", Area VII will probably not change. The Area VII administrators feel the name is important to assure the community they are still a technical institute.

Area VII's administrators feel that the information required to award an AA degree can be conveyed in 2/3 the time (6 quarters) that is now required, and that both this requirement and the way in which aid is set-up, encourage inefficiency and hold people longer than they need to be at the college. Thus Area VII would favor some more performance-based criteria in awarding the AA degree, and look to modifying their present courses in that direction.

Area VII's administrators would welcome a precise verbal definition of the NEPIT program, as they feel the lack of clarity is preventing their expansion in this area. At the same time, more continuing education is predicted. Plans for the future include getting the budget out of the red, and developing programs already funded. A 10-year period is predicted as time needed to accomplish these objectives.

Enrollment is seen as stabilizing. A gradual increase will continue. Flexibility and individualization are key words at Area VII where the administrators goal is to open their doors for business 365 days a year.

More courses will be interdisciplinary, such as Electronics and Civil Engineering. Short term courses to retrain for job changes will be offered, as well as more office machines types of courses for women designed to even out the male over balance.

"Splinter programs" will be developed as specialty area courses which can be plugged into various programs. These courses "shared" between programs will be economical and will be taught by men in business who can talk about "what's happening in the field at the present time."

Career programs may possibly be offered in the late afternoon, for after-business-hours courses such as shoe salesmanship.

Area VII does not lack in ability to adapt to existing conditions, willingness to change, nor insight into its own internal functioning. Although there is not a wide range of scope, nor a great deal of innovation in Area VII, a slow, steady expansion and growth, and gradual financial stability seem to be in the making at the college.

B. Factors Specific to Area IX

The Tables and Figures in Chapter II point clearly to the fact that for some time, until 1979, there will be a continuing slight increase in the number of high school graduating seniors in Area IX. It is from this group that the Eastern Iowa Community College District draws the substantial majority of its new student body each year. Therefore, there is reason to believe that there will be increasing enrollments at Eastern Iowa Community College for the next few years.

However, there will be, after 1979, a decline in the available high school graduates within Area IX. This decline will continue into the foreseeable future; at least until 1990. The effect that this could have on the enrollment at Eastern Iowa is obvious. Unless greater proportions of Area IX's graduating seniors elect to attend the area school it is highly probable that enrollment will decrease after 1979. There are, of course, factors to be considered, specifically in regard to Area IX in projecting enrollment even with the aforementioned enrollment and population data.

Although Clinton and Muscatine Community Colleges were well established before the advent of the area college movement in Iowa, Eastern Iowa Community College, as such, is a relatively new phenomenon in the state, and its impact as an institution has not been fully realized.

In regard to this question, it is interesting to note that in the areas of the state in which a public "community college" has existed for some time, the percentage of high school graduates electing that alternative of post high school education is nearly 25%. There is reason to believe that Area IX could approach that figure in the foreseeable future. As was pointed out earlier, in 1971 approximately thirteen percent of the high school graduates in Area IX chose a public two-year school. Of course, not all enrolled at Eastern Iowa Community College, but a substantial number undoubtedly did so. Concerted admissions effort in the local schools and additional curricular offerings both should result in an increasing enrollment.

This section attempts to deal with a summary of the interview conducted with the administrators of Area IX, as their comments relate to enrollment projection.

At Area IX the three campuses of the institution operate primarily as autonomous entities. The central office provides for coordination of their activities and resources.

Migration Pattern and Causes in the Area

Area IX shows an atypical migration pattern in that, while in other areas of the state, rural depopulation is occurring within their boundaries, no such phenomena was reported for Area IX. Area IX is one of the only four areas in the state experiencing an in-migration of persons up to age 30.

Although John Deere and Caterpillar have cut back 25% in their Data Processing employment, the unemployment picture is getting brighter and an influx of at least 300 new families is expected into the area, on both sides of the river. One or two new industries plan to locate in the Muscatine area, and some industries have been enlarged. Thus, a stimulating factor in Area IX appears to be expansion of industry.

Several consequences may follow: 1) In-migration of employment-seekers from other areas, bringing more potential students, both teen-age and adult; 2) Institution of new area school training programs, either in-plant, or as a pre-employment education; 3) Employment of untrained workers, either for jobs needing unskilled labor, or concurrent with independent in-plant training, who might otherwise have enrolled at the area school.

Close cooperation between the area school and its stimulating factors is a major means of increasing enrollment. In the case of Area IX, the following steps are recommended: 1) Close cooperation with Chambers of Commerce, Planning Commissions, and other industry in efforts to attract new industry or expand present centers in the area; 2) Contact with industry to establish cooperative attitudes, to share information about possible joint training programs, or new programs which the area college would be willing to establish; 3) Advertising and information distribution about the offerings of the area college to potential industry, new industry, and in-plant workers. In connection with this, community colleges have a tradition of utilizing advisory committees from industry in planning campus programs. It is suggested that similar committees be set up for the arts and sciences, inviting members from the various institutes of higher education to share their knowledge and ideas. Recommendations might also be solicited for recruiting techniques. Students could be invited to sit on all these committees, as well as former students. Other possible alternatives for action in this and other areas, may be found in the "Opening Doors to the Future" section of this report.

Recruitment

The administrators of Area IX conduct a very active recruitment program. They have attempted to use all techniques available, including radio and television (which they have found to be ineffective), posters and cards, and articles in national magazines dealing with placement needs in business and industry. Schools are visited regularly - two or three times a year by two or three different people, representing each of the three campuses. Since not many programs overlap, different programs serve different needs.

There is much contact with business and industry, as well as active recruitment by faculty.

Area IX seems to have a heavy balance on the positive side in their recruitment program. Although new ideas may be found in the "Opening Doors" section, the importance of recruitment seems recognized, and the school's cooperative and energetic policies very growth facilitating.

However, it is possible that a centralized admissions office could provide a more efficient approach, which would result in cooperation rather than competition among the campuses.

Problems with Multiple Campus Set-Up

Area IX has three centers located at Muscatine, Scott and Clinton. People in the community are quite confused by the existence of the three different campuses, though each has good rapport with the community. Each campus has a speakers' program and goes into the community often. The main problem is that the campuses are so spread out - there are six different buildings. This also tends to limit the students, since they must choose between the buildings. St. Ambrose College is very cooperative and shares its dormitories and student facilities with the college.

Drop-Out Rate. Internal Transfers.

The drop-out rate at Area IX is approximately 20 - 25% per year. The stated reason for most drop-outs is lack of interest.

Students will sometimes withdraw and then return; students may not obtain a degree, but a diploma or certificate. Thus, many students statistically labeled as drop-outs may actually only be interrupters or may have completed their particular program or completed a program to their satisfaction, even though they did not complete the program as outlined by the institution. That is, they may have completed their program, not the schools.

Involvement with Special Groups

Area IX works with all types of special groups, including minorities, veterans, the drop-out, the handicapped and the fearful student, with some special emphasis on Adult Education. There are, however, no special programs to serve them individually at this time. Expansion and continuation of this work as well as special projects would be beneficial to Area IX.

Special Instructional Strategies

Area IX is moving toward weekend courses and evening scheduling. A modified No Fail grading system is also in effect. A student can drop a course up to the day before the final exam and take a "W" and there is talk of going to no grades at all. The philosophy behind the No Fail system is that the student may not succeed, but he is not going to fail.

Area IX is also moving into individualized instruction in both the Vocational-Technical and Arts and Sciences Divisions. The Scott campus has gone to continuous ongoing enrollment. Students can enter at least each quarter for every program and for some the possibility is even more frequent. Four programs graduate mid-year. These are progressive directions looking to the future of education and the essentials of student learning growth, while at the same time remaining sensitive to the needs and expansion pace of Area IX.

Expected Foreseeable Program Changes

The administrators of Area IX feel that unless general aid funding is received, they will be able to start new programs, but may not be able to keep them going. Until such time as continued funding of new programs can be assured, Area IX administrators feel their school will remain relatively stable as far as programs are concerned. Those lacking enrollment will be discontinued. Drafting has recently been incorporated into other programs and Machine Tool Trades and Radio and TV have been dropped because of enrollment problems. Four programs have been recently added: two at Scott, one at Muscatine, one at Clinton, and a Veterans' Coop program.

Money is too scarce to really incorporate NEBIT, although there has been some success with one or two programs at Scott.

Although it is felt that addition of an Arts and Sciences program at Scott would create a 50-100% increase in enrollment, it is felt there is some political expediency in keeping away from that area due to competition already in close proximity (Marycrest, St. Ambrose, etc.)

Predictions for future offerings for Area IX seem tentative and indicate a lack of financial support and a difficult political situation. It also shows a strong, common-sense approach to the problems being faced and an attempt to hold programs steady, and to strengthen holding power.

B. Factors Specific to Area X

The Tables and Figures in Chapter 2 point clearly to the fact that for some time, until 1978, there will be a continuing slight increase in the number of high school graduating seniors in Area X. It is from this group that Kirkwood Community College draws the majority of its new student body each year. Therefore, there is reason to believe that there will be increasing enrollments for the next few years

However, there is, after 1978, a decline in the available high school graduates within Area X. This decline will continue into the foreseeable future; at least until 1990. The effect that this could have on the enrollment at Kirkwood is obvious. Unless greater proportions of Area X's graduating seniors elect to attend the area school it is highly probably that enrollment will decrease after 1978. There are, of course, factors to be considered, specifically in regard to Area X in projecting enrollment even with the aforementioned enrollment and population data.

Since Kirkwood is a relatively new phenomenon in Iowa, its impact as an institution has not been fully realized.

In regard to this question, it is interesting to note that in the areas of the state in which a public "community college" has existed for some time, the percentage of high school graduates electing that alternative of post high school education is nearly 25%. It is reasonable to expect that Kirkwood might attain that level with increased admissions effort. As was pointed out earlier, in 1971 approximately fourteen percent of the high school graduates in Area X chose a public two-year school. Of course, not all enrolled at Kirkwood, but a substantial number undoubtedly did so. Concerted admissions effort in the local schools and additional curricular offerings both should result in an increased enrollment

This section attempts to deal with a summary of the interview conducted with the administrators of Area X, as their comments relate to enrollment projection.

Migration Pattern and Causes in the Area.

The major cause of migration in Area X is a stimulating factor -- industrial growth. There is a strong holding power and some industry is new to the area. The Harnischfeger Corporation has stated that its purchase of Allis-Chalmers was due to the existence of Area X College where trained personnel could be easily obtained. The Area is comprised of progressive clean communities, attractive both to industry and workers.

Several consequences may follow: 1) In-migration of employment-seekers from other areas, bringing more potential students, both teen-age and adult; 2) Institution of new area school training programs, either in-plant, or as a pre-employment education; 3) Employment of untrained workers, either for jobs needing unskilled labor, or concurrent with independent in-plant training, who might otherwise have enrolled at the area school.

Close cooperation between the area school and its stimulating factors is a major means of increasing enrollment. In the case of Area X, the following steps are recommended: 1) Close cooperation with Chambers of Commerce, Planning Commissions, and other industry in efforts to attract new industry or expand present centers in the area; 2) Contact with industry to establish cooperative attitudes, to share information about possible joint training programs, or new programs which the area college would be willing to establish; 3) Advertising and information distribution about the offerings of the area college to potential industry, new industry, and in-plant workers. In connection with this, community colleges have a tradition of utilizing advisory committees from industry in planning campus programs. It is suggested that similar committees be set up for the arts and sciences, inviting members from the various institutes of higher education to share their knowledge and ideas. Recommendations might also be solicited for recruiting techniques. Students could be invited to sit on all these committees, as well as former students. Other possible alternatives for action in this and other areas, may be found in the "Opening Doors to the Future" section of this report.

Recruitment

Until a year ago the stated policy of the administrative staff of Area X was to simply provide information in a low-key fashion to prospective students. Advertising was not considered.

In 1972-73, the policy almost completely reversed itself. The administrators now believe they have a good thing to sell and must convince people education is good and theirs is of high quality.

There are two full-time staff members in the admissions office who visit each school in the area at least twice during the year. They travel outside the area only when invited, and this is a frequent happening in Dubuque and Delaware counties. They also attend every college night to which they are invited and use a travel van to visit job centers. Area X maintains a booth at the All-Iowa Fair.

Many brochures and pamphlets are published by Area X in such specialized subjects as Veterans Affairs. A catalog is published every two years and a Prospective Student Handbook every year. Free one minute spot advertisements are procured as public service messages on radio every night and advertising in the public media is purchased. New ideas are constantly being tried in the area of recruitment. One of the most recent is gift certificates which can be redeemed for fees at the college.

There is an Open Door Admissions Policy in operation. Students are admitted on a first come - first serve basis. The policy is modified in the Vocation-Technical Division, but even there it is changing toward a complete Open Door Policy.

Although new ideas may be found in the "Opening Doors" section, the importance of recruitment seems recognized, and the school's policies are very growth facilitating.

Factors Affecting Enrollment. College Image in the Community.

There are still some people in the Area X community that think the Arts and Sciences Division of the college is duplicating the work of other institutions in the area . They do not understand that the college attracts a different kind of student than that recruited by the typical institution.

The college's Vocation-Technical programs are held in high regard in the community. There is no problem placing them in jobs following program completion.

The employees of the college tend to be almost evangelistic in their praise of the college in the community and this brings many prospective students.

There is a Speaker's Bureau open to membership by any member of the Kirkwood staff and available to speak to the community at large.

Despite the positive elements, there is a problem with the Arts and Sciences Division, which has a low-quality image in parts of the community and is looked upon by some as a last resort place to go to college.

Enrollment growth is projected for the future of Area X. The main prohibiting factors are the inadequacy of public transportation to and from the community. Interstate 80 is an asset, but there are poor rail connections, there are no major highways, and the airport is in need of repair.

Problems involved with Multiple Campus Set-Up

Kirkwood will probably have a second campus in Iowa City in the near future, since population there is approaching the 50,000 mark. This will probably bring inevitable problems not currently existing.

There are no problems connected at the present time with the Anamosa Reformatory, although it might be considered a second campus. People enroll directly from the Reformatory when they leave it, at the main Kirkwood campus, and there are several students each term who are on a work-release program from the Reformatory.

Drop-Out Rate. Internal Transfers.

The drop-out rate for Area X is an unknown factor. There is a significant number of internal transfers. It has been determined that most of these are caused by changes in direction of interest and has nothing to do with grade point average.

The difficulty of defining and quantifying the drop-out occurs because students will sometimes withdraw and then return; students may not obtain a degree, a diploma or certificate. Thus, many students statistically labelled as drop-outs may actually only be interrupters or may have completed their own particular program or completed a program to their satisfaction, even though they did not complete the program as outlined by the institution. That is, they may have completed their program, not the school's.

Involvement with Special Groups.

At Area X a great deal of attention is given to special groups. Housewives are provided with a special Wednesday College. Day Care services are also being considered which will probably be provided on campus or nearby.

In-plant training is provided in many locations as well as on campus for many different occupations. Veterans probably enjoy the largest Vet program and enrollment in the state. Nearly 800 were enrolled in the Fall of 1973, including many in the Veteran's Farm Coop program. Special Counseling services are also provided, as well as an Outreach Program, a Veteran's Upward Bound Program, and others.

Drop-outs have a high school available on campus in which 80-100 students are enrolled each term. A Pre-Career program is run for high school students, both in the schools and on campus. This program especially serves the potential drop-out.

A proposal has been submitted for a University Year in Action. If passed, it would operate on a Future College basis, granting one year of credit. No courses would be set up per se, but students would do concentrated work with deaf and handicapped children.

A Skills Center for the Handicapped has two counselors, and two Rehabilitation Counselors are at work on the Area X campus. All architectural barriers to the handicapped have been eliminated and a special parking area is provided.

Kirkwood is the Area Agency for the Aging and it is on campus. The Office of Retirement Education Opportunities runs courses such as pre-retirement and sends out newsletters. Kirkwood Community College sponsored a summer workshop on "Aging and You", and had a special seminar on it in the fall. There is a special one dollar tuition at Kirkwood for the retired and those 65 and over. A SHARE program exists, which is a type of VISTA organization. Students volunteer to help and visit with the elderly. Their travel expenses are paid.

As to delinquents, a correctional and education program is run at the Reformatory. There is a close relationship between the Reformatory and the Area school. Special programs that perform at the school are sent out to the Reformatory. Many come on work-release to the college. A half-way house exists where these students may stay rather than return to the Reformatory each night. Kirkwood helped set this house in operation.

For the low-income student there is an elaborate financial aids program which is growing every year. There are very few who cannot get at least some kind of financial aid if they can prove a need.

An Indian House was operated for a time and the staff now serve as Outreach workers to bring more of the low-income, and especially minority, students to campus. A staff member at the college serves part-time as a minority admissions advisor. Some Outreach workers are members of minorities and a need is felt to have more minority representation on the staff.

Much time is spent working with the fearful student to convince him that he does have value and a chance to succeed. The Human Potentials Laboratory has been especially helpful in bringing students to overcome their fear of education.

Although some out-of-state students do enroll, no special effort is made to recruit them.

Special Instructional Strategies.

Area X operates under a Variable Entry and Exit system in several areas and is moving this concept into more programs. Much videotaped instruction and modular instruction is used, to allow for self-paced learning where the student may come in at any time.

Kirkwood does not yet have an adequate developmental program for those not ready to enroll, but hopes to build this type of program.

Extension courses have been set up in various communities, both in the Arts and Sciences, and in the Vocation-Technical Division. The CLEP test is available for Vocation-Technical students in the modular courses and some others and more proficiency tests are being developed.

Area X college also has no-fail grading, offers a wide variety of evening courses, and is setting up more correspondence courses in addition to those already available.

These are progressive directions looking to the future of education and to the essentials of student learning growth, while at the same time remaining sensitive to the needs and expansion pace of Area X.

Foreseeable Program Changes.

The administrators of Area X college foresee approximately six new programs every year into the immediate future, each enrolling perhaps twenty students a year.

Mechanical Drafting has been discontinues, and others will be if enrollment in those areas declines--perhaps one every three years.

Several NEBIT programs have been run, although they are run through the Community Education Division, and enrollment is not recorded in the Arts and Sciences and Vocational-Technical headcounts. More available money would permit new programs in this area, and would serve new student groups; however, larger funds would need to be appropriated by the legislature before this could be realized.

Many programs are offered for the part-time student and the mature student and attempts to appeal to the new student and the college is moving more and more in these directions. Kirkwood tends to serve the atypical student.

Area X will continue to enroll increasing numbers of students in the Arts and Sciences, but full-time enrollment may well drop, as will enrollment. People will need to work at different times of the day if this phenomena occurs.

The predictions for future offerings at Area X show a wide range of scope and some innovation, as well as indicating high flexibility, ability to adapt to existing conditions, openness to suggestion, and willingness to change. These programs should increase holding power at Area X.

B. Factors Specific to Area XI

The Tables and Figures in Chapter 2 point clearly to the fact that for some time, until 1978 or 1979, there will be a continuing increase in the number of high school graduating seniors in Area XI. It is from this group that the Des Moines Area Community College draws the substantial majority of its new student body each year. Therefore, there is reason to believe that there will be increasing enrollments at D.M.A.C.C. for the next few years.

However, there is, after 1978, a decline in the available high school graduates within Area XI. This decline will continue into the foreseeable future; at least until 1990. The effect that this could have on the enrollment at Des Moines Area Community College is obvious. Unless greater proportions of Area XI's graduating seniors elect to attend the area school it is highly probably that enrollment will decrease after 1978. There are, of course, factors to be considered, specifically in regard to Area XI in projecting enrollment even with the aforementioned enrollment and population data.

Although the Boone campus of D.M.A.C.C. was well-established prior to the existence of the area school system, the total institution is a relatively new phenomenon in Central Iowa; its impact as an institution has not been fully realized.

In regard to this question, it is interesting to note that in the areas of the state in which a public "community college" has existed for some time, the percentage of high school graduates electing that alternative of post high school education is nearly 25%. Time and an enhanced reputation of D.M.A.C.C. should increase the percentage of Area XI high school graduates choosing the school. As was pointed out earlier, in 1971 approximately eleven percent of the high school graduates in Area XI chose a public two-year school. Of course, not all enrolled at D.M.A.C.C., but a substantial number undoubtedly did so. Concerted admissions effort in the local schools and additional curricular offerings both should result in an increased enrollment.

This section attempts to deal with a summary of the interview conducted with the administrators of Area XI, as their comments relate to enrollment projection.

Migration Pattern and Causes in the Area

Area XI shows an atypical (for Iowa) migration pattern in that, while other areas state that rural depopulation is occurring within their boundaries, no such phenomena is discernable for this area. Area XI is one of the only four areas in the State experiencing a net in-migration up to age 30.

According to the administrators at Area XI no lay-offs are occurring in Area XI; there is overall expansion. General Motors is considering locating in the area, with a plant that would employ a large number of machine-tool people. There is an increase in the hotel-motel business and a Standard Oil credit card industry is coming in, which will employ about 1000 people, including many in the secretarial, clerical and data processing fields.

It is obvious that a stimulating factor in Area XI is expansion of industry. Several consequences may follow: 1) In-migration of employment-seekers from other areas, bringing more potential students, both teen-age and adult; 2) Institution of new area school training programs, either in-plant, or as a pre-employment education; 3) Employment of untrained workers, either for jobs needing unskilled labor, or concurrent with independent in-plant training, who might otherwise have enrolled at the area school.

Close cooperation between the area school and its stimulating factors is a major means of increasing enrollment. In the case of Area XI, the following steps are recommended: 1) Close cooperation with Chambers of Commerce, Planning Commissions, and other industry in efforts to attract new industry or expand present centers in the area; 2) Contact with industry to establish cooperative attitudes, to share information about possible joint training programs, or new programs which the area college would be willing to establish; 3) Advertising and information distribution about the offerings of the area college to potential industry, new industry, and in-plant workers. In connection with this, community colleges have a tradition of utilizing advisory committees from industry in planning campus programs. It is suggested that similar committees be set up for the arts and sciences, inviting members from the various institutes of higher education to share their knowledge and ideas. Recommendations might also be solicited for recruiting techniques. Students could be invited to sit on all these committees, as well as former students. Other possible alternatives for action in this and other areas, may be found in the "Opening Doors to the Future" section of this report.

Recruitment

The administrators of Area XI do not subscribe to the "hard-sell" approach to recruitment. The philosophy is to devise the right kinds of programs to fit people's needs and to let them know what is available.

There is heavy emphasis on high school contacts, and cooperation with potential referral agencies in the area, as well as use of newsletters, newspapers, radio, TV, posters, tear-off cards and referral agencies for older people. D.M.A.C.C. has a good relationship with Federal agencies (Voc-Rehab, WIN, Community development, etc.) and there are many of them.

There is a special concentration on counselors. Counselors are brought into workshops in the fall, to let them know about new programs. There are also series of small group meetings held for counselors to provide interaction. Pre-admission counselling is emphasized to guarantee the student will make good choices for themselves and stand a reasonable chance of success.

An attempt is made to make it as easy as possible for the part-time student to enroll in programs.

A dance for mid-year graduates is held at the local high school. Literature is distributed in industrial plants, courses of general interest are advertised to the public, a mobile display unit, containing information on various programs, is taken out to community functions and schools and people are brought on campus for tours.

D.M.A.C.C. employs two professional admissions staff people, as well as counselors. Each has two to three high schools which they are assigned to contact once or twice a year.

Area XI seems to have a heavy positive balance in their recruitment program. Although new ideas may be found in the "Opening Doors" section, the importance of recruitment seems recognized and the school's innovative and energetic policies very growth facilitating.

Factors Affecting Enrollment. College Image in the Community.

The Area XI campus is located ten miles from the inner city. Efforts are presently being made to establish a downtown campus since there is minimal bus service to the present campus and no other good transportation.

Problems with Multiple Campus Set-Up

The administrators of the area express the feeling that few, if any, enrollment problems exist because of the dual campus arrangement. The two institutions support one another, and actually serve somewhat different functions. There is an attempt underway to expand the career offerings at Boone.

Drop-Out Rate. Internal Transfers.

The drop-out rate for Area XI is approximately 19% per year in all career programs including internal transfers. Arts and Sciences is not included in this figure, in view of the difficulty of determining whether a student has only come for one course, thereby satisfying his or her need.

Students will sometimes withdraw and then return; students may not obtain a degree, but a diploma or certificate. Thus, many students statistically labeled as drop-outs may actually only be interrupters or may have completed their particular program or completed a program to their satisfaction, even though they did not complete the program as outlined by the institution. That is, they may have completed their program, not the schools.

Involvement with Special Groups and Special Instructional Strategies

Area XI supports an Exploration Center for the handicapped where students can go for career exploration, orientation, counselling, remedial work; experimenting with various occupations, and continuing on into programs at the area college.

There are also a Vocational Guidance Program and a Comprehensive Learning Center, where tutoring on a one-to-one basis, programmed instruction, and instructors for students who are having academic difficulty in any occupational areas are available, as well as college transfer credit testing for adult education.

D.M.A.C.C. operates a Diagnostic Testing Career Center where students can be tested for areas in which they may need help in order to be successful in their studies. Videotaping is used. Extension courses exist, though not for college transfer. There are extensive year-round evening courses, including summer evening courses. Evening courses are run on a split shift--two classes a night, two days a week and are very successful. Failing grades can be made up until the end of the following quarter. There is proficiency-challenge testing where students can test out of either academic or achievement tests. Area XI administrators are trying to make their Health Care Administration program state-wide by correspondence courses, to provide for those who cannot come on campus.

Many mini-instructional packages have been developed to supplement, rather than supplant, people to people education.

Area XI personnel work with the high schools to help get dropouts to the college and to funnel potential dropouts into special college programs.

A sizeable number of handicapped students are in a rehabilitation program and there are some extra services on campus for such persons, such as providing people who will help them take note, furnishing wheel chairs etc. No special programs exist for older people, and there are no reduced fees for people over 65.

Although no special programs exist for delinquents, the college is quite committed to them and is very willing to give them a chance. No special programs are offered at Mitchellville, although Riverview Release Center has been worked with in the past.

The college tries to reach low income and minority groups by working closely with referral agencies such as OEO, COP, the urban center of the area college, etc. There is a higher percentage of blacks involved at the college than exist in the community.

No effort is made to recruit out-of-state or foreign students although the college tries to serve them when they come. There has been a slight problem with foreign students who come with no money.

The administrators at Area XI feel that their students are of higher caliber than generally expected for an area school. They would like to be able to reach the other student as well and are looking for ways to do this.

Area XI uses variable entry and exit where there is more than one section. In the past it has been difficult to do this with single section programs because of the lack of flexibility with slow students.

There is no general on-going enrollment during terms. Self-paced materials are used in the Typing and Business Machines courses. Many instructor-made Challenge tests are used, through which students can accelerate themselves. The CLEP and GED college level tests are used for advanced placement, or acceleration, creating the possibility of early exit.

These are progressive directions looking to the future of education and the essentials of student learning growth, while at the same time remaining sensitive to the needs and expansion pace of Area XI.

Expected Foreseeable Program Changes

Area XI administrators have specific and extensive program plans for the next two years. They run as follows:

1973-74

Medical Lab Technician
Dental Hygiene
Financial Marketing, including five options: Real Estate, Banking, Insurance, Finance, Security
Legal Secretary
Medical Secretary
Respiratory Therapy Technician
Child Care Associate (extension to a two-year program)

All of the above are approved contingent on new program budget money. In addition, the following were pending approval at the time of the interview.

Plumbing
Dietary Technician
Nursing and Fashion Merchandising (extension to a two-year program)

Para-Professional training:

Fire-Science Technician
Community Journalism
Labor Management
Legal Assistant
Environmental Safety

Expansion of Existing Programs

Building Trades
Criminalistics
Corrections
Law Enforcement
Accounting Specialist
Office Occupations

1974-75

Lumber Yard Management
Veterinarian Office Assistant
Automotive Front End Alignment
Maintenance Mechanic
Agri-Business
Recreational Vehicle Maintenance
Para-Professional Programs
Library Technician
Public Administrator

Short Term:

Floor Covering
Masonry (preapprenticeship with union)
Bricklaying

There are no plans to discontinue programs over the next two years.

Predictions for future offerings in Area XI show a great deal of innovation, a high flexibility and creativity, ability to adapt to and take full advantage of existing conditions, openness to suggestion, and willingness to change and grow. All of this should contribute to solid expansion and growth which seems to be inevitable for some time at Area XI.

B. Factors Specific to Area XII

The Tables and Figures in Chapter 2 point clearly to the fact that for a relatively short time, until 1978 or 1979, there will be a continuing slight increase in the number of high school graduating seniors in Area XII. It is from this group that Western Iowa Tech draws the substantial majority of its new student body each year. Therefore, there is reason to believe that there will be increasing enrollments in the Area XII school for the next few years.

However, there is, after 1979, a decline in the available high school graduates within Area XII. This decline will continue into the foreseeable future; at least until 1990. The effect that this could have on the enrollment at the Western Iowa Tech is obvious. Unless greater proportions of Area XII's graduating seniors elect to attend the area school it is highly probable that enrollment will decrease after 1979. There are, of course, factors to be considered, specifically in regard to Area XII, in projecting enrollment even with the aforementioned enrollment and population data.

Since Western Iowa Tech is a relatively new phenomenon in Western Iowa, its impact as an institution has not been fully realized.

In regard to this question, it is interesting to note that in the areas of the state in which a public "community college" has existed for some time, the percentage of high school graduates electing that alternative of post high school education is nearly 25%. Without an Arts and Sciences Division it is unlikely that Western Iowa Tech will approach that figure, but 15% does not seem to be unattainable even with limited curricular choices. As was pointed out earlier, in 1971 approximately ten percent of the high school graduates in Area XII chose a public two-year school. Of course, not all enrolled at W.I.T. but a substantial number undoubtedly did so. Concerted admissions effort in the local schools and additional curricular offerings both should result in an increased enrollment.

Migration Pattern and Causes in the Area

Two factors appear to be major causes of migration to or from Area XII. The stimulating factor is an expansion of industry; the delimiting factor appears to be farm consolidation.

Industrial growth in Area XII is expected to centralize in the south along the river. Wilson's has revived the meat-packing industry in Area XII. Along with an increase in industry, an improved school system and facilities, and urban renewal are predicted for the area.

Several consequences may follow: 1) In-migration of employment-seekers from other areas, bringing more potential students, both teen-age and adult; 2) Institution of new area school training programs, either in-plant, or as a pre-employment education; 3) Employment of untrained workers, either for jobs needing unskilled labor, or concurrent with independent in-plant training, who might otherwise have enrolled at the area school.

Close cooperation between the area school and its stimulating factors is a major means of increasing enrollment. In the case of Area XII, the following steps are recommended: 1) Close cooperation with Chambers of Commerce, Planning Commissions, and other industry in efforts to attract new industry or expand present centers in the area; 2) Contact with industry to establish cooperative attitudes, to share information about possible joint training programs, or new programs which the area college would be willing to establish; 3) Advertising and information distribution about the offerings of the area college to potential industry, new industry, and in-plant workers. In connection with this, community colleges have a tradition of utilizing advisory committees from industry in planning campus programs. It is suggested that similar committees be set up for the arts and sciences, inviting members from the various institutes of higher education to share their knowledge and ideas. Recommendations might also be solicited for recruiting techniques. Students could be invited to sit on all these committees, as well as former students. Other possible alternatives for action in this and other areas, may be found in the "Opening Doors to the Future" section of this report.

Area XII is an agricultural area, however, with a net out-migration.

Limiting factors, on the other hand, can only be counteracted or transformed. Farm consolidation, and subsequent out-migration of farmworkers, is a trend which can be dealt with in both ways. Consolidation itself can probably not be reversed. It's cause is economic and the market is too competitive for many small farmers to survive. Modern technology requires expensive machinery which, in turn, earns its keep by cultivating large land areas. To amass larger land areas, one must buy up smaller farms; the alternative is to sell out to the larger owners. Subsequent out-migration may, however, be transformed. Several possibilities exist and require cooperation between the area school and other agencies involved. In the "Opening Doors to the Future" section of this report are described some means of doing this. The administration of Area XII has expressed an interest in developing programs for farmers leaving the occupation. One direction might be to explore ways in which Production Agriculture be supplemented by such fields as Agribusiness, as well as non-related fields.

Recruitment

The adminstrators of Area XII express interest in using every means possible to recruit students. Every school within the area is contacted at least three, and sometimes four, times during the year, and in fringe areas one visit per year is made.

The basic technique is that of giving information. School counselors are brought together for "Let's Talk" sessions. Parents and students are brought together also, though it is found hard to reach adults per se.

Community luncheons and talks with clubs, talks and slide shows are utilized. Twenty-five days a year are spent at the County fair where a basketball hoop and other projects raise money for student aid.

Although housing is not a general problem, parental control prevents many students from moving closer to the college. Lack of dorms, as well as "girls courses" are apparently limiting female recruitment factors.

Area XII seems to have an active, healthy recruitment program in operation. Although new ideas may be found in the "Opening Doors" section, the importance of recruitment seems recognized and the school's innovative and energetic policies are very growth facilitating.

Drop-Out Rate. Internal Transfers.

The drop-out rate for Area XII is approximately 21-25% per year consistently, and this includes competition from two other colleges in the area. Students will sometimes withdraw and then return; students may not obtain a degree, but a diploma or certificate. Thus, many students statistically labeled as drop-outs may actually only be interrupters or may have completed their particular program or completed a program to their satisfaction, even though they did not complete the program as outlined by the institution. That is, they may have completed their program, not the schools.

Involvement with Special Groups

Area XII does not offer much in the way of special courses for women, who comprise approximately one-third of the student body there.

As to minorities, the administrators of Area XII work closely with the Bureau of Student Affairs, which sends people to them from in and out of state, and from South Dakota.

There are 116,000 people in the Sioux City metropolitan area, and 1.8% of them are black. Thus, there is not a large black minority population from which to draw.

Most blacks who come to the institution are those who cannot attend four-year institutions and this results in an even smaller group.

Expansion of these ongoing projects would be beneficial at Area XII as well as consideration in terms of potential programs for the fearful student, the delinquent, veterans, drop-outs, the handicapped and the elderly.

Special Instructional Strategies

Area XII is developing self-paced programs in all areas. An open door policy is also in effect. Special help programs exist where a student is put into a GED program to prepare for an industrial program. Or, if certain skills and knowledge level have been achieved in some areas, both programs are given to the student simultaneously. These are considered progressive directions looking to the future of education and the essentials of student learning growth, while at the same time remaining sensitive to the needs and expansion pace of Area XII.

Expected Foreseeable Program Changes

The administrators of Area XII feel that the Technical division at their school is being held back by the lack of an Arts and Sciences division to furnish students with the basics.

At Area XII the things most certain about the future are that the Health Occupations and Technical division will grow. Two or three new programs a year are expected to be added in all areas, and Feedlot programs may be started. Distributive Education is a number one priority and probably will be a part of the school's program in another year. Ten or twelve courses in the area are already being run.

Area XII has been turned down twice in a bid for an Arts and Sciences division by the legislature. This is mainly because of competition in the area, but it is considered important by the area school, and they may try again in the future.

Predictions for future offerings do not show a wide range of scope nor a great deal of innovation, but they do indicate ability to adapt to existing conditions, openness to suggestion, and willingness to change. These should aid greatly in reinforcing the holding power of Area XII.

B. Factors Specific to Area XIII

The Tables and Figures in Chapter 2 point clearly to the fact that for a relatively short time, until 1978 or 1979, there will be a continuing slight increase in the number of high school graduating seniors in Area XIII. It is from this group that Iowa Western Community College draws the substantial majority of its new student body each year. Therefore, there is reason to believe that there will be increasing enrollments in the Area XIII school for the next few years.

However, there is, after 1979, a decline in the available high school graduates within Area XIII. This decline will continue into the forseeable future; at least until 1990. The effect that this could have on the enrollment at Iowa Western Community College is obvious. Unless greater proportions of Area XIII's graduating seniors elect to attend the area school it is highly probable that enrollment will decrease after 1978. There are, of course, factors to be considered, specifically in regard to Area XIII, in projecting enrollment even with the aforementioned enrollment and population data.

Since Iowa Western Community College, as an area school, is a relatively new phenomenon in Western Iowa, its impact as an institution has not been fully realized. Although the campus at Clarinda was a well-established tradition, the potential of the Council Bluffs campus is difficult to predict.

In regard to this question, it is interesting to note that in most areas of the state in which a public "community college" has existed for some time, the percentage of high school graduates electing that alternative of post high school education approaches 25%. As was pointed out earlier, in 1971 approximately twelve percent of the high school graduates in Area XIII chose a public two-year school. Of course, not all enrolled at Iowa Western Community College, but a substantial number undoubtedly did so. Concerted admissions effort in the local schools and additional curricular offerings both should result in a better percentage and an increased enrollment.

Migration Pattern and Causes in the Area

Two factors appear to be the major causes of migration in and out of Area XIII. The stimulating factor is an expansion of industry; the limiting factor appears to be farm consolidation.

Employment increases in Area XIII are expected to centralize in Council Bluffs - with decreases in the southern counties. This, in turn, is due to out-migration of people living in areas not accessible to urban job producing areas.

One encouraging factor is the location of new industry in the rural areas in the past few years. Indications are that it should continue into the future. The enactment of the Rural Development Act as well as completion of Interstate 80 and Interstate 29, which intersect in Council Bluffs, are positive factors for industrial growth, as is the Missouri River Riverfront Development Program.

Several consequences may follow: 1) In-migration of employment-seekers from other areas, bringing more potential students, both teen-age and adult; 2) Institution of new area school training programs, either in-plant, or as a pre-employment education; 3) Employment of untrained workers, either for jobs needing unskilled labor, or concurrent with independent in-plant training, who might otherwise have enrolled at the area school.

Close cooperation between the area school and its stimulating factors is a major means of increasing enrollment. In the case of Area III, the following steps are recommended: 1) Close cooperation with Chambers of Commerce, Planning Commissions, and other industry in efforts to attract new industry or expand present centers in the area; 2) Contact with industry to establish cooperative attitudes, to share information about possible joint training programs, or new programs which the area college would be willing to establish; 3) Advertising and information distribution about the offerings of the area college to potential industry, new industry, and in-plant workers. In connection with this, community colleges have a tradition of utilizing advisory committees from industry in planning campus programs. It is suggested that similar committees be set up for the arts and sciences, inviting members from the various institutes of higher education to share their knowledge and ideas. Recommendations might also be solicited for recruiting techniques. Students could be invited to sit on all these committees, as well as former students. Other possible alternatives for action in this and other areas, may be found in the "Opening Doors to the Future" section of this report.

Limiting factors, on the other hand, can only be counteracted or transformed. Farm consolidation, and subsequent out-migration of farmworkers, is a trend which can be dealt with in both ways. Consolidation itself can probably not be reversed. It's cause is economic and the market is too competitive for many small farmers to survive. Modern technology requires expensive machinery which, in turn, earns its keep by cultivating large land areas. To amass larger land areas, one must buy up smaller farms; the alternative is to sell out to the larger owners. Subsequent out-migration may, however, be transformed. Several possibilities exist and require cooperation between the area school and other agencies involved. In the "Opening Doors to the Future" section of this report are described some means of doing this. The administration of Area XIII has expressed an interest in developing programs for farmers leaving the occupation. One direction might be to explore ways in which Production Agriculture be supplemented by such fields as Agribusiness, as well as non-related fields.

Recruitment

Recruitment in Area XIII is based on the philosophy that the college should honestly inform the area's citizens of the educational opportunities provided by the college. Recruiting techniques include high school counselor visits, high school classroom visits, college nights, participation in county fairs, and direct mailings to potential enrollees, as well as radio and newspaper advertisements, campus tours, and student assistance in telling potential enrollee's about Area XIII.

Area XIII does not presently have a staff used exclusively for recruitment. This responsibility falls mainly upon the counselors and upon the adult education coordinators. The faculty also assists in admissions work when available.

Although new ideas may be found in the "Opening Doors" section, the importance of recruitment seems recognized and the school's basic program is growth facilitating. However, it could be somewhat strengthened by the appointment of an admissions officer who could assume primary responsibility for recruitment.

Factors Affecting Enrollment-College Image in the Community

The location of Area XIII campus facilities has a direct effect on enrollment. The Clarinda Campus, located in the rural area of the district, has experienced an erratic enrollment. The Council Bluffs Campus, located in the district's urban center, has experienced continued enrollment increases. Community loyalty and support of the Clarinda Campus have had a positive effect upon the enrollment at that campus. New facilities and an attractive campus at Council Bluffs have stimulated enrollment there. The fact that the two campuses of Iowa Western Community College are located near the Missouri and Nebraska borders, coupled with the high non-resident tuition rate, tends to depress potential enrollment. On the whole, Iowa Western Community College is viewed as a decided asset to the entire community.

One problem in enrollment and image has been educating parents and students as to the differences between career education and vocational-technical training, as well as making a vocational-technical degree one of comparable respectability with the professions.

Problems with Multiple Campus Set-Up

There are no significant enrollment problems associated with the multi-campus organization established in Area XIII. The distance between the campuses is over 80 miles, and this tends to eliminate intense rivalry or competition for students.

Drop-out Rate Internal Transfers

The drop-out rate for Area XIII is approximately 25-30% per year, including both full and part-time students. The college does have internal transfers, but they are very limited in number.

Students will sometimes withdraw and then return; students may not obtain a degree, but a diploma or certificate. Thus, many students satistically labeled as drop-outs may actually only be interrupters or may have completed their particular program or completed a program to their satisfaction, even though they did not complete the program as outlined by the institution. That is, they may have completed their program, not the schools.

Involvement With Special Groups

Area XIII's administrators have essentially attempted to reach two special groups: (1) deaf students and (2) on-the-farm veterans. A special department has been established to assist in the education and training of the hearing handicapped student and, for the veteran, approved farm veteran classes have been set up at ten different sites throughout Area XIII.

Iowa Western Community College expects to increase its services to special groups of students in the future. Administrators there are encouraging adults to return to school, especially focusing on providing intellectual stimulation for housewifes. Expansion and continuation of the above ongoing projects would be beneficial at Area XIII as well as consideration in terms of potential programs for the fearful student, the delinquent, the housewife, the drop-out, and the elderly.

Special Instructional Strategies

Area XIII administrators are attempting to develop clusters of programs in the arts and sciences that are meaningful and that result in employment.

Area XIII utilizes variable entry and exit, offers extension courses on demand, carries a quite substantial program in evening courses, and has just begun a program in proficiency exams. All these are progressive directions looking to the future of education and the essentials of student learning growth, while at the same time remaining sensitive to the needs and expansion pace of Area XIII.

Expected Foreseeable Program Changes

It is expected that Area XIII will begin seven to eight new vocational-technical programs in the next ten years. Presently, Area XIII administrators do not anticipate discontinuing any short-term training programs.

The most significant change in the arts and sciences will be the rather significant increase in the number of para-professional career programs offered in this division. Presently five are offered and it is estimated that this will increase by seven to eight programs in the next ten years.

Program modifications in the next ten years will include more individualized learning opportunities through programmed instruction. It is certain that a program of proficiency exams will be implemented.

It is expected that any modification of programs will tend to increase enrollment, except in those programs where enrollment will be restricted because of the lack of job opportunities. Area XIII administrators aim at concentrating the bulk of their effort toward maximizing effort under the present programs, making them more flexible, rather than starting large numbers of new program.

Predictions for future offerings show innovation as well as indicating high flexibility, ability to adapt to existing conditions, openness to suggestion, and willingness to change. They should aid greatly in reinforcing the holding power of the school.

B. Factors Specific to Area XIV

The data in Chapter II point clearly to the fact that for a few years; until 1977, there will be a continuing slight increase in the number of high school graduates in Area XIV. It is from this group that Southwestern Community College draws the substantial majority of its new students each year. There is reason to believe, therefore, that there will be a slight increase in the enrollment for the next few years. The numbers of high school graduates will probably be maintained until 1977, after which a decline will be experienced that will last into the foreseeable future.

Since substantial numbers of the graduates of Area XIV high schools already choose a public two year school, it is not likely that the percentage will increase. Creston operated a well-established institution before the advent of the state-wide system of area schools. Therefore, the development of the system has not served to increase the number choosing two year public institutions to the extent it has in other areas of the state.

This section attempts to deal with a summary of the interview conducted with the administrators of Area XIV, as their comments relate to enrollment projection.

Migration Pattern and Causes in the Area

Two factors appear to be the major causes of migration in Area XIV. At present, both are limiting factors. There is lack of employment opportunity and industry in Area XIV and there is farm consolidation.

The administrators at the school report Area XIV is largely rural, containing a small population in a large area. In addition, five of the eight counties contained in the Area are among the ten lowest economically in Iowa. Most adults in the area are well-educated. Students have so little choice of alternatives, and so few jobs are available, however, that they must look elsewhere after college for employment.

The administrators of Area XIV believe they must educate for the people rather than for industry because the people will leave the area, but can leave with a skill.

Several other alternatives are available to Area XIV. The following steps are recommended: 1) Close cooperation with Chambers of Commerce, Planning Commissions, and other industry in efforts to attract new industry or expand present centers in the area; 2) Contact with industry to establish cooperative attitudes, to share information about possible joint training programs, or new programs which the area college would be willing to establish; 3) Advertising and information distribution about the offerings of the area college to potential industry, [illegible] industry, and in-plant workers. In connection with this, community colleges have a tradition of utilizing advisory committees from industry in planning campus programs. It is suggested that similar committees be set up for the arts and sciences, inviting members from the various institutes of higher education to share their knowledge and ideas. Recommendations might also be solicited for recruiting techniques. Students could be invited to sit on all these committees, as well as former students. Other possible alternatives for action in this and other areas, may be found in the "Opening Doors to the Future" section of this report.

Farm consolidation, on the other hand, can probably not be reversed. It's cause is economic and the market is too competitive for many small farmers to survive. Modern technology requires expensive machinery which, in turn, earns its keep by cultivating large land areas. To amass larger land areas, one must buy up smaller farms; the alternative is to sell out to the larger owners. Subsequent out-migration may, however, be transformed. Several possibilities exist and require cooperation between the area school and other agencies involved. In the "Opening Doors to the Future" section of this report are described some means of doing this. The administration of Area XIV has expressed an interest in developing programs for farmers leaving the occupation. One direction might be to explore ways in which Production Agriculture be supplemented by such fields as Agribusiness, as well as non-related fields.

Factors Affecting Enrollment. College Image in the Community.

Area XIV enjoys a very favorable image in the community. The townspeople are behind the college; Area XIV administrators and students have worked at the relation with the area people and it has improved greatly.

An excellent recruiting technique used by Area XIV is ongoing enrollment. A student may come in whenever he wishes to begin, is assigned to a counselor, and helped to plan up to a two-year program specifically designed to his needs.

Area XIV administrators recognize the fact that they serve a very small population and want to attract more students.

Drop-Out Rate. Internal Transfers.

The drop-out rate at Area XIV is approximately 5% per term, though the Creston high school graduates just about make up for that difference.

Students will sometimes withdraw and then return; students may not obtain a degree, but a diploma or certificate. Thus, many students statistically labeled as drop-outs may actually only be interrupters or may have completed their particular program or completed a program to their satisfaction, even though they did not complete the program as outlined by the institution. That is, they may have completed their program not the schools.

Involvement with Special Groups

Area XIV has no correctional institutions nor real minorities to work with. A total of four black students attended the college during the 1972-73 school year. All were from Chicago. Only two black families live in the area. The administrators of Area XIV have a leadership-type program for the elderly planned at Creston and another site, for the near future. They also try to help low-income persons with programs, the handicapped through referral type services, and the delinquent by working with him during his probation period.

Expansion and continuation of the above ongoing projects would be beneficial at Area XIV, as well as consideration in terms of potential programs for the fearful student, the housewife, veterans and minorities.

Special Instructional Strategies

There is not a no-fail grading system or provisions for proficiency exams set-up at Area XIV. There is variable entry in the Arts and Sciences and school administrators are looking at special programs to be developed or adopted for the future. The remedial reading program is being expanded. The college has four video tape stations with six closed circuits. Lectures are taped so people can listen to them at their convenience.

A vocational area council has been instituted to get people more closely involved in what is happening. When a new program is requested by interested students, a person working in that field is called in to give the students an introduction and overview to the field to determine whether student interest is great enough to start a full course or program.

All these are progressive directions looking to the future of education and the essentials of student learning growth, while at the same time remaining sensitive to the needs of Area XIV.

Expected Foreseeable Program Changes

Area XIV plans to begin at least one new program in the Arts and Sciences for the 1973-74 school year, and in the next few years, at least one a year, depending on money available. The minimum cost will be $20,000. Administrators at Area XIV are also trying to clean up their offerings and improve the Liberal Arts program by adding more speech and drama. A new course or two in science and mathematics may also be introduced. A NEBIT program with Uniroyal in Red Oak and a program in Welding are planned.

Some courses will be made multiple-track as well, for greater flexibility, beginning with such courses as Electronics. These predictions for future offerings show an ability to adapt to existing condition and should aid in reinforcing the holding power of Southwestern Community College.

B. Factors Specific to Area XV

The Tables and Figures in Chapter 2 point clearly to the fact that for some time, until 1978 or 1979, there will be a continuing slight increase in the number of high school graduating seniors in Area XV. It is from this group that the Indian Hills Community College draws the substantial majority of its new student body each year. Therefore, there is reason to believe that there will be increasing enrollments at Indian Hills for the next few years.

However, there is, after 1979. a decline in the available high school graduates within Area XV. This decline will continue into the foreseeable future; at least until 1990. The effect that this could have on the enrollment at Indian Hills is obvious. Unless greater proportions of Area XV's graduating seniors elect to attend the area school it is highly probable that enrollment will decrease after 1979. There are, of course, factors to be considered, specifically in regard to Area XV in projecting enrollment even with the aforementioned enrollment and population data.

Although the Centerville campus was well-established prior to the establishment of the area school system, Indian Hills Community College, as such, is a relatively new phenomenon in Iowa, its impact as an institution has not been fully realized.

In regard to this question, it is interesting to note that in the areas of the state in which a public "community college" has existed for some time, the percentage of high school graduates electing that alternative of post high school education is nearly 25%. There is reason to believe that such a percentage is a reasonable goal for Indian Hills. As was pointed out earlier, in 1971 approximately twelve percent of the high school graduates in Area XV chose a public two-year school. Of course, not all enrolled at Indian Hills, but a substantial number undoubtedly did so. Concerted admissions effort in the local schools and additional curricular offerings both should result in an increased enrollment.

This section attempts to deal with a summary of the interview conducted with the administrators of Area XV, as their comments relate to enrollment projection.

Migration Pattern and Causes in the Area

Several factors appear to be the major causes of migration in Area XV. The stimulating factors are an expansion of industry, an increase in cow-calf production, and construction of a huge man-made lake; the delimiting factor appears to be farm consolidation.

Employment increase in Area XV is expected to centralize in Centerville, though an area-wide expansion of industry is anticipated. The area already has two or three good industries, and a new one coming in. During the last ten years there has been more cow-calf production in southern Iowa, using the marginal or old coal-mining land. Lake Rathbun is also being constructed.

Several consequences may follow: 1) In-migration of employment-seekers from other areas, bringing more potential students, both teen-age and adult; 2) Institution of new area school training programs, either in-plant, or as a pre-employment education; 3) Employment of untrained workers, either for jobs needing unskilled labor, or concurrent with independent in-plant training, who might otherwise have enrolled at the area school.

Close cooperation between the area school and its stimulating factors is a major means of increasing enrollment. In the case of Area XV, the following steps are recommended: 1) Close cooperation with Chambers of Commerce, Planning Commissions, and other industry in efforts to attract new industry or expand present centers in the area; 2) Contact with industry to establish cooperative attitudes, to share information about possible joint training programs, or new programs which the area college would be willing to establish; 3) Advertising and information distribution about the offerings of the area college to potential industry, new industry, and in-plant workers. In connection with this, community colleges have a tradition of utilizing advisory committees from industry in planning campus programs. It is suggested that similar committees be set up for the arts and sciences, inviting members from the various institutes of higher education to share their knowledge and ideas. Recommendations might also be solicited for recruiting techniques. Students could be invited to sit on all these committees, as well as former students. Other possible alternatives for action in this and other areas, may be found in the "Opening Doors to the Future" section of this report.

Limiting factors, on the other hand, can only be counteracted or transformed. Farm consolidation, and subsequent out-migration of farm-workers, is a trend which can be dealt with in both ways. Consolidation itself can probably not be reversed. It's cause is economic and the market is too competitive for many small farmers to survive. Modern technology requires expensive machinery which, in turn, earns its keep by cultivating large land areas. To amass larger land areas, one must buy up smaller farms; the alternative is to sell out to the larger owners. Subsequent out-migration may, however, be transformed. Several possibilities exist and require cooperation between the area school and other agencies involved. In the "Opening Doors to the Future" section of this report are described some means of doing this. The administration of Area XV has expressed an interest in developing programs for farmers leaving the occupation. One direction might be to explore ways in which Production Agriculture be supplemented by such fields as Agribusiness, as well as non-related fields.

Factors Affecting Enrollment. College Image in the Community.

Two problems exist in this area. A factor affecting enrollment negatively is the proximity of Kirksville. It costs less to go to Kirksville than to Area XV. This is because students with a certain ranking in their graduating class find it financially rewarding to attend Kirksville.

A factor negatively affecting college image in the community is the outer appearance of the buildings all of which needs remodeling.

Drop-Out Rate. Internal Transfer.

Area XV administrators do not recognize attrition. They try to have each student leave with a skill, rather than as a failure or as a drop-out. An attempt is made to guide him so that when he leaves he has some kind of marketable skill. Area XV's administrators believe that education can no longer afford the luxury of failing people, but must find a way for them to succeed. The Area XV administrators emphasize that education should be made more continuous, for all people, and a reality for older people.

Involvement with Special Groups

Area XV is serving high school drop-outs through a career orientation center. The Older Americans Act has also chosen them, along with Area X, to select programs for senior citzens in the area and will be supportive of already established programs in Adult Education. A number of other community services are operating at Area XV such as corrections programs especially related to alcoholism, and others related to instruction, which are being funded out of grants.

Expansion and continuation of the above ongoing projects would be beneficial to Area XV, as well as consideration in terms of potential programs for the fearful student, the housewife, veterans and minorities.

Expected Foreseeable Program Changes

Area XV administrators expect to phase out those programs that are presently not effectively serving the population. Two have already been dropped and there is a possibility the Air-Traffic Control Program will also be discontinued. There is a need for this program, but there is so much red tape involved with the federal government, that it is almost impossible to get students ready for employment by passing the Civil Service Exam required.

In general, the main direction at Area XV will probably be in clustering-type programs such as Health Occupation, where the college will not only prepare people for employment but will also be involved in the delivery system, helping students to begin working in the outside world while still in the program. New programs will probably spin off from clusters created in all fields.

Predictions for future offerings show some range of scope and innovation, as well as indicating high flexibility, ability to adapt to existing conditions, openness to suggestion, and willingness to change. They should aid greatly in reinforcing the holding power of the school.

B. Factors Specific to Area XVI

The data in Chapter II point clearly to the fact that for a few years; until 1980, there will be a continuing slight increase in the number of high school graduates in Area XVI. It is from this group that Burlington Community College and Keokuk Community College draw the substantial majority of their new students each year. There is reason to believe, therefore, that there will be a slight increase in the enrollment in the Southeastern Community College District for the next few years. The numbers of high school graduates will probably be maintained until 1980, after which a decline will be experienced that will last into the foreseeable future.

Since substantial numbers of the graduates of Area XVI high schools already choose a public two year school, it is not likely that this percentage will increase. Both Keokuk and Burlington Community Colleges are institutions that were well-established before the advent of the state-wide system of area schools. Therefore, the development of the system has not served to increase the number choosing two year public institutions to the extent it has in other areas of the state.

This section attempts to deal with a summary of the interview conducted with the administrators of Area XVI, as their comments relate to enrollment projection.

Migration Pattern and Causes in the Area.

Two factors appear to be the major causes of migration in Area XVI. The stimulating factor is an expansion of industry; the delimiting factor appears to be farm consolidation.

According to Area XVI administrators, Southeastern Iowa is ripe for industry and is predicted to be one of the growth areas. So far growth has centered mostly in Fort Madison where there is quite a bit of industrial activity and expansion.

Several consequences may follow: 1) In-migration of employment-seekers from other areas, bringing more potential students, both teen-age and adult; 2) Institution of new area school training programs, either in-plant, or as a pre-employment education; 3) Employment of untrained workers, either for jobs needing unskilled labor, or concurrent with independent in-plant training, who might otherwise have enrolled at the area school.

Close cooperation between the area school and its stimulating factors is a major means of increasing enrollment. In the case of Area XVI, the following steps are recommended: 1) Close cooperation with Chambers of Commerce, Planning Commissions, and other industry in efforts to attract new industry or expand present centers in the area; 2) Contact with industry to establish cooperative attitudes, to share information about possible joint training programs, or new programs which the area college would be willing to establish; 3) Advertising and information distribution about the offerings of the area college to potential industry, new industry, and in-plant workers. In connection with this, community colleges have a tradition of utilizing advisory committees from industry in planning campus programs. It is suggested that similar committees be set up for the arts and sciences, inviting members from the various institutes of higher education to share their knowledge and ideas. Recommendations might also be solicited for recruiting techniques. Students could be invited to sit on all these committees, as well as former students. Other possible alternatives for action in this and other areas, may be found in the "Opening Doors to the Future" section of this report.

Limiting factors, on the other hand, can only be counteracted or transformed. Farm consolidation, and subsequent out-migration of farmworkers, is a trend which can be dealt with in both ways. Consolidation itself can probably not be reversed. It's cause is economic and the market is too competitive for many small farmers to survive. Modern technology requires expensive machinery which, in turn, earns its keep by cultivating large land areas. To amass larger land areas, one must buy up smaller farms; the alternative is to sell out to the larger owners. Subsequent out-migration may, however, be transformed. Several possibilities exist and require cooperation between the area school and other agencies involved. In the "Opening Doors to the Future" section of this report are described some means of doing this. The administration of Area XVI has expressed an interest in developing programs for farmers leaving the occupation. One direction might be to explore ways in which Production Agriculture be supplemented by such fields as Agribusiness, as well as non-related fields.

Factors Affecting Enrollment. College Image in the Community.

Enrollment is stimulated by the modified open door admissions policy at Area XVI. The enrollment selection occurs only for programs within the college.

A negative factor has been loss of North Central accreditation for the North campus, which has had a definite deleterious effect on enrollment and college image.

A new building was added as a stimulating factor, but has so far not had its full impact on the community.

Problems with Multiple Campus Set-Up

The campuses in Area XVI are duplicating effort and expending money that would not necessarily have to be duplicated. Although large percentages of students who attend the South campus would not attend the North, it is probably that some [illegible] economic and efficient system of coordination might be worked out without loss of effectiveness.

Drop-Out Rate. Internal Transfer.

Area XVI's administrators do not recognize attrition. They believe there should come a day when there is no longer such a thing as a drop-out from area schools, and that there should be enough latitude for a student to leave a program at almost any point in time and go out with a reasonable skill.

Involvement with Special Groups

The administrators at Area XVI say they do not have an organized approach to veterans and they do not feel they are making wide enough use of their resources. The adminstrators indicate that Area XVI has established a special Vocational-rehabilitation program, headed by a counselor presently working with 190 students. An in-plant training group exists, and attempts to establish programs in the community. There is consideration of a program whereby top-level students in high school, who do not plan to take a full load their senior year in high school, could attend Area XVI for some college course work, or a teacher could be sent in to the high school. This program was being held back at the time of the interview because no tuition could be collected on it, making funding a problem. The program can be run for career education, but not for college credit.

Expansion and continuation of the above ongoing projects would be beneficial to Area XVI, as well as consideration in terms of potential programs for the fearful student, the housewife, minorities and the drop-out.

Special Instructional Strategies

Area XVI has a No-Fail or Pass-Fail system. No F's are given. There is a self-paced learning center as well at the school. These are progressive directions looking to the future of education and the essentials of student earning growth, while at the same time remaining sensitive to the needs and expansion pace of Area XVI.

Expected Foreseeable Program Changes

The following program changes are expected in the next ten years at Area XVI:

High School programs
Auto Mechanics
Career Education Programs (two or three at the north campus and several at the south campus).
Mechanical Technology Production (south campus).

It is expected that Machine shop will be dropped as it is not drawing students.

The services at the Iowa State Penitentiary may be expanded with six additional programs.

Area XVI's administrators feel they have reached their full-time potential enrollment, more or less, for at least several years, and that new programs will only divide that number of students they are drawing into more categories.

Predictions for future offerings show some range of scope as well as indicating ability to adapt to existing conditions, openness to suggestion, and willingness to change. They should aid greatly in reinforcing the holding power of the school.

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CHAPTER V

OPENING DOORS TO THE FUTURE

Much research has been published concerning the future of the community college. In this section, suggestions focusing on recruitment and retention have been selected from sources including the ERIC files, interviews with Iowa Area Schools, general readings and brainstorming sessions.

A. Painting the Picture Clearly.

Incoming freshmen generally share stereotyped expections of college life, which are very idealistic. There is a subsequent frustration and disillusionment on the part of the students.[1] Discrepancy between self perception and college-perception makes for dissatisfaction with the college;[2] the educational impact of the college or university will be related to the proportion of its students who identify with academic and student sub-culture which support the major objectives of the school.

Thus, the college should attempt to determine the nature of its sub-groups and of its student body in general, and how it is characterized, in order to attempt to communicate an accurate picture of the community.[3] A good college probably holds real assets for every type of student, and these should be communicated. "It is proposed that in addition to such traditional criteria used for evaluating colleges as plant and personnel, that other measures quantifying educational nuances be used including, not what are the institution's physical assets, but what is it trying to accomplish, how much has it got, and how well does it achieve its objectives. Questions should be directed to process and purposes rather than appearances."[4]

"The distinctive atmosphere of a college and differences between colleges may be attributable in part to the different ways in which such systems can be organized, subtle differences in rules and regulations, rewards and restrictions, classroom climate, patterns of personal and social activities, and to other media through which the behavior of the individual student is shaped."[5]

Certain of the more striking ratings that tend to go with dissatisfaction in general are: authoritarian, eggheadish, snobbish, stubborn, intolerant, reserved, insensitive, indifferent and cold.[6] The colleges with good student image provide opportunity for students to have privacy, to utilize solitude constructively, and yet to have open access to faculty members in a relaxed atmosphere.[7]

B. Spreading the Word

Recruitment techniques are the many means of letting the community know what the college is and that the college cares. An Information Desk can be set up by the area college, just inside the main entrance, and manned by a work-study person, to direct people and to give literature and information, and promote college-community relations in general. This contracts sharply with a college where one wanders empty halls wondering in which direction he might find another warm body, a feeling all too often experienced.

Community colleges must fulfill the promise of their name and not simply become feeder institutions for the large universities.[3] "The consequences of rural depopulation include unbalanced age structures and sex ratios in the rural population and a decline in demand of such services as public transportation, considered a most serious consequence. The effects become causes in themselves, and it is suggested that migrant decision-making is related to level of occupational aspiration. Satisfaction with the local community is inversely related to the intention to migrate. Thus the college must try to raise this satisfaction level."[9]

The community college can join with industry in building a favorable image for the occupational fields. The occupation should be shown in the context of its importance to other occupations as well as to society in general. Income from occupations should be reported in terms of monthly or yearly incomes, rather than hourly rates. The treatment of the occupation in mass media should also be changed.[10] Close cooperation with the Chamber of Commerce, planning commissions and other industry in efforts to attract new industry or expand present centers in the area is suggested. Articles can be written for national magazines telling of past problems with business and industry and with finding placements for graduates.

Effort should continue to interpret community services activities to all citizens through a systematic program of public information.

C. Bringing in the Sheep.

"Individuals who are unaware of the possibilities for action, and who are unaware of their needs and problems, tend to acquiesce to circumstances."[11] Availability and proximity have to do with who influences whom for education and career decisions. Influence is likely to be related to the availability and opportunity for discussion of careers with other people, including counselors, friends and teachers. The strongest influences have been found to be course work, association with teachers, fellow students, and counselors.[12]

"Particular effort should be made to contact the student personally on a one-to-one basis. This personal touch is needed to make the student understand that the college does have something for him and that the college can help him financially. The family also needs personal contact with the recruiter-counselor."[13] "If a Watts line is available, it might be used in the evenings, by the head of the department applied to, to contact potential students.

In addition to the personal touch, education will have to provide more hard data about itself. Such data will include not only more information on the progress of the individual in specific subjects, but data on the success of the educational enterprise as a whole."[14]

People can be made more aware of their need for education. They can be informed as to how they could do things differently and better with a certain type of course and education. Job dissatisfaction attracts many people. The wife can make herself more interesting to her husband or vice versa. The college can be related directly to being more effective on the job. Courses can be offered that have direct appeal to special groups. A credit course in the Czech language or Farm Records Keeping or Personal Family Finance or How to Fill Out Your Income Tax Forms might fit this category. Courses must be promoted to let people know they exist and to encourage people to take them.

Neighborhood groups can be used to set up recruiting and registration by phone or mail to avoid long lines.[15] Door-to-door and other techniques must be used to recruit potential students who are not in the direct educational pipeline.[16] A newspaper survey and/or mailer to all homes in the community can be used to find out what the people need and want. A few minutes might be taken in adult evening classes to talk about credit courses.

Brochures can be distributed to informal groups gathered at the college, such as band concert audiences. Guests may be requested to register at these types of events, and information can be sent to them at the beginning of each term: "It's time to enroll yourself at ________________. Here's what's open to you." Widespread use can be made of college facilities by an increasing variety of community organizations and informal groups. Informal coffee sessions can be held inviting the community to "come and hear the story of Area ________________."

One can set up a basketball hoop or other money making project at the fair with profits going to student aid, or hold a dance or a special event for mid-year graduates from the local high schools - an unrecruited market. Graduating high school students with plans for marriage within a year tend not to plan to go to college. Something might be done to help encourage them.

Farmers heading for the city may be directly encouraged to enter an area college program whose certification will guarantee them good employment either within the area or at a specified outside location.

"If colleges would take a look at their recruitment materials, they would find that here is where they slam the door to blacks. The black students read the pictures well. One solution is to ask some of the black faculty and students to review the recruitment materials before publishing them. Some of the blacks employed in outside occupations can be employed as recruiters for the college on an intermittent basis."[17]

The college can ascertain the orientation of the high schools being visited for recruitment, and match this with the area of study of a faculty member accompanying the recruitment officer. An attempt should be made to be involved in the classroom during recruitment visits and to make contact with teachers. Both counselors and teachers are very important to the high school recruiting process. "It is recommended that where small high schools for financial reasons connot employ a guidance counselor, two or three such schools pool their resources and hire a single counselor."[18] A newsletter might be sent to high school counselors informing them of ongoing programs and activities in each college department. High school counselors have been employed as liaison persons on adult registration nights to work as part of the college staff. In this way they develop an understanding of, and commitment to, the college. A series of counselors' workshops have also proven effective. Subsequently, groups of students may be brought to visit the college campus and some classes.

Recruitment people might be put into personnel offices of local industry at periodic intervals. Signs could be put up to alert people that the community college will be there on such-and-such a date and they can go in to talk with them. Contact with industry can serve to establish cooperative attitudes, to share information about possible joint training programs or new programs which the area college would be willing to establish and to distribute advertising and information about the offerings of the college to existing industry, new industry, and in-plant workers.

Developing good relationships with federal and other social agencies can bring referrals to the college from the various socio-economic organizations. The college might talk of education programs at Army and Navy Reserve meetings.

D. Apathy and the Fear of Failure.

A study reports that inadequate financial resources and a preference for work are the two major reasons for not attending college. "Scholastic ability, high school rank, father's occupational level, educational attainment of parents, reading reportedly done by parents, parental encouragement, and local college location are factors related to college attendance."[19]

Ranked in order of influence affecting motivational changes in another study were: discovery of ability to do college work, discovery of study areas of preference, change of personal priorities and values, general intellectual and social stimulation, clarification of personal abilities and aptitudes, employer influence, and others.[20] Recruiting programs might include some kind of involvement of potential students so that they might gain confidence in their ability to do college work, as well as discover areas of preference, and perhaps change their personal priorities as a result.

"The major obstacle to learning for the new learner to low effort. He just quits trying. The least obstacle is low intelligence."[21] "The drop-out can really see no relevance between what he is required to do and what he wants to do. He will not be receptive to the same educational approach that made him a drop-out."[22] "Those who fear failure must be made to think in a different way about their work."[23] One must provide a new perception of the learning process to these students who have a fear of failure.

"Dumping subject matter on the student is of little value until the student is ready to work."[24] Remedial efforts should be directed to helping the student learn to evaluate and assess himself, his strengths and weaknesses realistically. Then one must center on motivation. It will do no good to enroll unmotivated students in college courses.

The potential drop-out tends not to see the importance of college, nor many times, do his parents. "Going to college seems to be a way of life for some families."[25] Members of the family have already attended, books are owned by the parents, children are expected to go on for higher education.

Recruitment of the non-traditional student (of lower socio-economic level, with a tendency not to enroll in traditional higher education) must be geared to around the 6th grade and should include personal contact with the student and with the family. "It is too late to begin recruiting the new student to look toward college as a part of life in the spring before, or the summer after high school graduation."[26] Results show the deciding point for many is between the 6th and 8th grades. We know that we can generally spot the potential drop-out in the fifth grade and what characteristics to look for These students could be helped to redirect themselves; "drop-outs occur when the student has gone as far as he can before he perceives failure as the next step."[27] The community college would do well to run in-service programs for 5th grade and other teachers to help them become more skilled in detecting and helping these students.

Knowing what we do about the new student, the fearful student, and the drop-out, specific answers to their dilemma present themselves:

1. Develop an instrument to measure attrition-proneness. Get the results to the counselor for the pre-registration appointment. Indicate to the counselor, if possible, exactly what factors about the student indicated attrition proneness. The NOR-CAL questionnaire included in the appendix of this report has proven useful. It may be administered as a part of the college orientation program.[28]

2. New students have been made to sacrifice subject learning in quality, for a broad sampling. "Instead of certifying that all students have been exposed to the same curriculum, certify that students are quite high performers in disparate areas of accomplishment."[29]

3. "Do away with all standardized entrance and achievement tests, since they have little predictive validity for a student's success. As substitutes for these, develop evaluations of entering skills for every instructional block and allow students to proceed to courses and instructional units only when they have mastered those skills really required for their learning."[30] Alternatively, the student's "past record, native ability, and motivation should be used in evaluating and placing him."[31]

4. Offer a course such as Adult Introduction to College Courses to build in people the confidence they need to take the first step in their college education or re-education. The adult might also be allowed to take his or her first college course at no cost or at half price.

5. Keep the drop-out prone people in a counseling program for the entire first year. Give them positive, successful experiences. Encourage them to get such experiences in the classroom as well as outside. The New Student has lived most of his life showing his worst side in the classroom. Whereas the high ranking student tends to engage in academic-related pursuits outside the classroom, the New Student seldom does. He tends to more action-oriented pursuits . . . at which he gains success.

In the classroom his attitude has become "If I don't try very hard, I won't fail very much," having acquainted effort with failure. The New Student has two safe choices - - he can try something very easy that he already knows how to do - - or something impossibly difficult, at which he is sure he will fail."[32]

The potential drop-out indicates, on questionnaires, a higher need for counseling than his fellow students, but he may need to be sought out, as he is reluctant to actually approach the counselor many times.[33] "It appears that identification of the high risk students to counselors, and the requiring of even a minimal number of counseling contacts during the semester, does result in improved grade point average and retention into the 2nd semester for the full-time students, and improves GPA even for the part-time students."[34] "Personal contact with students wherever they congregate is important both in recruitment and retention. Personal traits in an instructor are as important as technical capabilities."[35] Counselors should not be office-bound. They need to see the student in various college settings in order to help them make adjustments to college life. The counselor should have direct communication with the academic area, and should form a team with the teacher in order to guarantee the student's success, and to forestall academic problems before they become severe.[36] Provision of special student services is one of the largest factors influencing attrition and performance.[37]

Recommendations for positive steps in this direction include the following:

a. "A remedial program should appear as much as possible as a preliminary program to other programs where students take a little extra time to get into the swing of college. Evaluation should be made in terms of the sort of problems the student has, and a plan agreed upon to work toward that solution. The attempt is being made to change a loser's complex to a winner's complex."[38]

b. "A student should not be permitted to enter any block of courses without some assurance that he is prepared to handle it. The curricula can be analyzed in terms of helping the student to accomplish his objectives by knowing what skills and techniques are required for job placement, what sequence of instruction will help the student to acquire these skills, and what will insure each student success in every instructional sequence."[39]

c. The Human Potential group is one way of building up the student's confidence, background of successes, self-image, and giving him some tools with which to build himself future positive experiences.

d. Learning counselors or learning strategists can be made available to work with students on academic problems.

   e. Peer-group tutoring, counseling and learning programs might be instituted and have been proven useful in some schools.[40]

6. "The community college can work with the disadvantaged segments of the population through advisory groups, minority civic groups, minority businesses and college services to involve them in working together."[41]

7. Adults can be shown that a class will not be a great imposition on their time. Also, they can understand that they will not be in with "a bunch of young kids" and that the college does care and wants them to come. They may be made to see that they can make more money or find the kind of job that would be more satisfying to them after taking a particular class.

8. Schools with smaller enrollments have higher retention rates.[42] An attempt may be made to create a small school type of atmosphere, possibly through some type of sub-group structure, even in the larger school.

E. Coins, Wheels, and Courses.

Financial and geographic accessibility of the college are very high determining factors in college attendance.[43] "Financial accessibility may be achieved through low cost or existing tasks in industry and government, and even the college can be restructured to eliminate artificial barriers and utilize the talents of youth through part-time hiring, joint work-study programs where the student commits himself to his employer for 2-3 years in return for financial aid, internship programs that operate year-round, apprenticeship programs that utilize an old concept for new tasks in all types of jobs - white collar, blue collar, and professional."[44]

Financial aids should be awarded so as to encourage students to have experiences outside formal education.[45] "Undergraduate and graduate admissions policies should be changed to favor students who have had experiences outside school and to admit students without requiring that they forfeit their acceptance unless they immediately matriculate. Ways should be considered to invest aid in students who wish to enter, leave, and re-enter school and ways to give credit to students who choose to engage in public and social service projects before or during the completion of their formal higher education.

Funds should be made available to those who do not choose to go to college immediately after high school. There is a range of social devices and sources of funds, pensions, the social security system, education banks which generate capital through the credit market as well as conventional scholarships which could be established to overcome the perishability of college opportunities. Educational internships in government, industry and social service, cooperative education programs, work-study programs and the like should be expanded. Public funds on a matching basis can be used to encourage internships and other types of informal higher education much as present manpower programs now involve subsidies to employers for the training and retraining of individuals for jobs in the labor force."[46]

Direct financial aids, tutorial aids, summer readiness programs have been helpful in keeping the potential drop-out. Some kind of financial aid for part-time people can also be developed.

Re-thinking of facilities and equipment requirements, e.g. renting or having industrial concerns loan equipment which becomes quickly obsolete, using field settings for laboratory experiences and using simulation to develop occupational competencies are positive steps.[47] The big push in innovative services is the Day Care Center - - for youngsters and oldsters combined. One might lease an accessible building, charge families for the service and provide a practicum for students - - particularly those in Health Occupations. Work-study students could be used, or paraprofessionals hired, thus furthering the cause for greater utilization of paraprofessional help. Health services could be provided. Health education makes a lesser impact than action. More attention can be given the intangibles, alternative use of faculties considered, and better use made of practitioners.[48]

Geographic accessibility may be gained through television colleges, neighborhood tutoring centers, and bringing the classroom to the people.[49] "The 'mobile campus' is a first attempt to bring the college to the neighborhood."[50] The "mobile campus" refers to any temporary use of facilities off the main campus, for teaching college courses, be it a church, a high school building, or a bus. The idea is to make the classroom more accessible; "interestingly enough it has attracted people from all over the city. Some campuses disperse activities, deliberately housing no more than 50-60 students in one location, such as a storefront."[51] Ethnic neighborhood sites have also been set up for course offerings.[52]

Regional television colleges can be established, whose mission would be to develop and provide higher education through the medium of television. They should be total commitment institutions to be truly functional.[53] IEBN, Radio Station Channels 11 and 12, might be used for this purpose.

Expansion is recommended of in-plant programs held with business and industrial firms, which retrain those employed with obsolete skills[54] or "to update the skills of others so they can contribute maximally to production."[55] On-the-job training, or co-op programs, similar to student teaching, should also be expanded with industry.

"Two sections of a course can be conducted concurrently, one in the morning and one in the evening, preferably with an effort to keep course progress at the same stage in both sections. Consequently a worker who is on the day shift comes to class in the evening; when he switches to evening work, he then attends in the daytime."[56]

At least one company divides responsibility for course time between itself and the worker, with the worker giving one hour of his own time and the company giving one hour. The classes are held on the switch between shifts. If the shift changes at 4, the class is held from 3-5. Sometimes when inplant courses are held at night, the workers are guaranteed a day shift for the duration of the course. One college holds classes in a local high school between the hours of midnight and six, and another conducts a class at 1:00 a.m. for workers coming off shift. Program material can also be stored on tape or film so that shift workers can retrieve it at their convenience. One college attempts to disperse its program into convenient, easily accessible locations, such as storefronts, church basements, and so on. The college feels that low-income people will more readily come to such places rather than to the large institutionalized type building.[57]

Courses have been held in apartment buildings for tenants, in local inns, storefronts, etc. This can cut down traveling distances. Some feel that the large institutionalized building inhibits many people, particularly those from immigrant groups and working class occupations. These people would be much more comfortable in a less formidable setting which is easily accessible and where people do not feel the need to dress up.[58]

Programs can be developed for farmers leaving the occupation. One direction might be to explore ways in which Production Agriculture might be revised in favor of such related fields as Agribusiness, as well as non-related fields.

The farm vacation course can be used to acquaint city students with the farm, or as a setting for a particular type of course. It has been used for urban people seeking vacations on farms. "The purpose of the program is to enable the farm families to undertake to open their homes for this unique type of experiental education in a way that is sound economically and at the same time satisfying for the visitor. The program helps the visiting family understand the kinds of problems that might arise on a farm and how to cope with them effectively. The college enrolls farm couples to run the program since it is a family venture. The farm couples can form advertising groups in their areas; the program is seen as a means of boosting the economy in marginal farm areas. In tourist areas specific programs are set up offering courses for resort staff."[59]

One college broadens its students with a two-month exploratory bus trip to regional areas in the summer months, as an accredited course. This takes college students out into the wider community.[60] Some courses could be made available in cassette form so that people could listen on the way home from work, on long trips, etc.

A problem presently connected with setting up extension classes is book accessibility. Teachers have refused to offer courses because of the problem. As a solution, extension libraries can be set up, sometimes in connection with city bookmobiles, or a library set up in the extension classroom.

A supermarket for office skills may be offered. One has been set up for housewives who wish to return to the labor market and who need to brush up on their skills. "It is open from 8:00 a.m. to 10:00 p.m. and equipped with typewriters, adding machines, etc. and with resource persons available to provide individual help as required. The individual programs are all on cassette tapes. The women can come in at any time and learn at their own speed. Arrangements have been made with employment agencies to refer women to the supermarket. The cost is $3.00 per week, but special arrangements can be made for welfare recipients if necessary."[61] The "educational shopping center" concept of a community college allows people to come and buy their educational needs.[62]

The community college would serve the community by developing courses which are geared to solving community problems, meeting community needs or are otherwise centered in the immediate lives of the people in the area. Examples would be a course in Civil Service Exam Prep for firemen, postmen, and others, or a class in College Preparation for Parents of Students: adjustments to life style, pursuing a major course of study, considering employment opportunities, challenges to value structures learned in the home, services provided by the college.

Sunday could be used to get people together on a project to help others and the community in general.

An Educational Retreat House might be set up where people could go to learn and get away from it all. Alternatively retreats to special areas, available on weekends, could be arranged to give intensive study in a particular field. This idea might be used as a substitute for the classroom foreign language program. A total immersion program could be set up where students would go to develop their language training on weekends, or people heading for Europe could brush up. The four-year colleges might be brought in to offer courses at the area college corresponding to the junior year at the university. "Practitioners sometimes supplement the academic faculty with outside knowledge, competence and confidence, not as guests, but given full-status as staff. Part-time arrangements, flexibility, and evening and Saturday courses should allow these practitioners to combine teaching with other responsibilities. Also faculties now at the institution should be encouraged to gain outside experience."[63] Advisory committees for the Arts and Sciences, such as those already used from industry, can be set up. Members from the various institutions of higher education, sharing their knowledge and ideas, as well as students and former students might sit on these committees. An Outdoor Educational Center might be set up, possibly as a summer school. This could be done on a coop basis, with recreational agencies providing recreation services and college providing education. If the YMCA runs a camp, the college can plug in education.

The vocational facilities can be used for such classes as Womens' Mechanics in night classes, when they are normally idle. Family activities or husband-wife classes can be developed. Recreation programs can be drawn on more extensively for credit. Established activities can be made into mini-courses.

F. Renovation and Innovation.

Possible directions for the future are indicated in the following concluding section:

1) Change the basis for measuring student progress. With clock-hours or credit-hours, and grades, the problem is that time is held constant and achievement the variable. The nature of the course should be restructured to make achievement or learning the constant, and time the variable. The effect of this restructuring on credit transfer to higher education should be determined and an effort made to change the higher education institution in the direction of the community college.[64]

Most programs assume that none of the skills it teaches have been acquired previously by anyone who enters that program. There are also many "dead end" courses, where a skill has been gained but cannot be transferred as such when switching to a different program where the same skill is required.[65] These practices do not make sense in terms of learning theory.

In addition, the length of courses should be allowed to vary from a few days to several months,[66] and programs can be concentrated into shorter spans of time.

2) "Eliminate the monopoly of degree granting now held by our conventional colleges. This will not only help in the learning process but will also ease many of the stresses at the colleges caused by concern with obtaining a degree rather than an education. One way to achieve this is to create new regional examining universities and institutions. These institutions would be degree-granting and examining institutions alone and would not offer courses, but would administer examinations and grant degrees,"[67] thus freeing colleges to teach and students to learn.

3) "Change established accrediting institutions to include representatives of the public interest. Federal and state governments should reduce their reliance on these established organizations for determining eligibility for federal support."[68]

4) "Develop a wholly new approach to the concept of faculty. We can visualize the growth of tutoring as a profession, with qualified and certified teachers providing both small group and individual instruction. Even more important might be the development of informal colleges organized in much the same way that medical clinics are now, perhaps best described as learning clinics. Each might be owned and operated by a small group of faculty members, licensed as professionals. Some learning clinics might specialize only in the humanities."[69]

5) Teachers are sometimes required to function within systems which do not work well or which limit individual initiative. Develop systems from within by the people who use them, rather than by imposing systems upon them.[70]

6) Organize a Living Theater - - dramatizing social problems: alcoholism, delinquency, etc. Use as actors those persons to whom the problem pertains.

7) Set up an Institute for Life Time Learning with a paying membership and I.D. cards. The institute might publish a newspaper and promote causes through brochures. Members could create their own courses with the assistance of the college.

8) Develop a Community School Council which represents all agencies willing to provide services at a community school location. Ad Hoc Committees specialize in particular areas concerning educational offerings, i.e., community planning and development (city managers), community leadership (CIVIC organizations, etc.). Parents of elementary school children are one enthusiastic group and are ready to become involved with their schools - - form a council

for parents to investigate the Community School Concept.

9) Develop a comprehensive brochure noting community services available but particularly those services of each Area School Division which can be taken out into the community, or list advisory capacities of each division. In addition develop Film Series, Poetry Readings, Dance Programs, Seminars, Speech and Debate (Political Awareness Forums), a Prisoners' Speakers Bureau as well as a Student and Faculty Speakers Bureau which can be taken off the central campus.

10) "Give real substance to repeated verbal support of innovative and experimental programs, considering them integral parts of the program and organization of the campus, rather than as marginal experiments. Also earmark at least 2% of an institution's operating budget for such purposes.

Give adequate professional recognition to those faculty members who are sincerely engaged in innovation in these programs, by reevaluating and readjusting workload and faculty evaluation procedures to accept these contributions as an integral part of instructional responsibility and to consider them as equal in value to teaching, research and publication."[71]

In summary, ideas have been presented regarding knowing the particular personality of one's college; communicating that knowledge to the community; initiating personal contact with potential students; helping the apathetic and fearful; dissolving barriers to college attendance; creating educational resources to satisfy needs; and progressive innovations pointing to the future. We hope they will be useful.

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43) Northern Illinois Abstracts, op. cit.

44) Report on Higher Education, op. cit.

45) Ibid.

46) Report on Higher Education, op. cit.

47) Schultz, op. cit.

48) Ibid.

49) Northern Illinois Abstracts, op. cit.

50) ED 051 497 Community Colleges & Their Communities.
Dorene E. Jacobs
Ontario Association for Continuing Education;
Ontario, Canada
December 1970

51) Ibid.

52) Gold, op. cit.

53) Report on Higher Education, op. cit.

54) Jacobs, op. cit.

55) ED 050 330 Releve De La Formation Professionelle Et Technique 1968-69 (Survey of Vocational Education & Training 1968-69)
Education Division, Dominion Bureau of Statistics;
Ottawa, Ontario, Canada
May 1971

56) Jacobs, op. cit.

57) Ibid.

58) Jacobs, op. cit.

59) Ibid.

60) Jacobs, op. cit.

61) Ibid.

62) ED 065 111 Proceedings of the First Hawaii Innovations Institute.
Association for Educational Communications & Technology;
Washington, D.C.
February 1972

63) Report on Higher Education, op. cit.

64) Schultz, op. cit.

65) Ibid.

66) Releve De La Formation, op. cit.

67) Report on Higher Education, op. cit.

68) Ibid.

69) Report on Higher Education, op. cit.

70) Schultz, op. cit.

71) Proceedings of the First Hawaii, op. cit.

CHAPTER VI

CONCLUSION

After a year of study of the phenomena of population change, enrollment projection, and related areas of concern, it is obvious that much still needs to be done. There are a significant number of intervening, unforeseen variables that could have an effect on any prediction, ranging from changing life styles to changing world economic conditions. Obviously, an attempt to predict these events or conditions, and their subsequent effect on post high school education enrollments, would be fruitless and spurious.

We have, however, attempted to provide data to area school decision-makers that should be useful under "normal" conditions. We hope that Patricia Cross was not referring to efforts such as ours when she wrote,

> There is a growing awareness in the community of educators that many expensive research projects result in descriptions that are never translated into tangible suggestions that can be subjected to trial and discussion.[1]

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1. ED 061 909 New Students & New Needs in Higher Education
   Patricia K. Cross
   Center for Research & Development in Higher Education,
   California University; Berkeley, California
   1972

CHAPTER VII

GLOSSARY OF TERMS AND PHRASES

Adult. For the purposes of this study, an "adult" is over 25 years of age.

Arts and Sciences. The instructional activity in a community college that provices transfer or "college parallel" credits. Usually used in reference to the division of the college that is associated with this instruction.

Attrition. Leaving of school by a student before completion of the program in which he is enrolled.

Career Education. The instructional activity in an area college that prepares students for employment upon completion. In this study the terms "Career Education" and "Vocational Technical Education" are equivalent.

Census Tract. Area containing 5-6000 persons determined by the U.S. Bureau of the Census.

Cohort. A group of individuals having some common base and moving together through particular sequences. An example would be the first graders of a particular county as they move through second, third, fourth, etc. grades.

Curve-fitting. The process of finding the mathematical equation for the curve which most closely approximates the pattern made by several points on a graph.

Demography. The study of birth, death, migration, and population growth.

Deterministic. A system where any change in the model can be calculated with certainty.

DRES. Division of Rehabilitation and Education Services, known otherwise as Vocational Rehabilitation (Voc-Rehab) and Rehabilitation Education Services Branch (RESB). The Iowa State Department that provides services to the handicapped.

Drop-Out. The student who leaves school before completion of the program in which he is enrolled. - see Attrition

ERIC. Educational Research Information Center. A clearing house service under the U.S. Department of Education which receives and publishes, in microfiche or paper form, studies written by individuals throughout the United States and qualifying as educational research.

Extrapolation. The mathematical process of inferring or projecting values of a variable outside it's known range, from patterns detected within the range.

Fertility Rate. The number of estimated births per thousand women of child bearing age in a given year. The U.S. Bureau of the Census projects population according to four different fertility rates:

Series B - 3,100 births per 1,000 women (1964, 1965)

Series C - 2,775 births per 1,000 women (1966)

Series D - 2,450 births per 1,000 women (1968)

Series E - 2,110 births per 1,000 women. (Replacement level). [1]

FTEE. Full-Time Equivalent Enrollment. Enrollment determined by a mathematical formula applied to headcount figures, generally computing a fraction of the part-time student count and adding it to the full-time student count.

Headcount Enrollment. A count of all registered students, or in some cases, all degree-credit students, both part-time and full-time.

HEEP. Higher Education Enrollment Projection Model. A fairly complex basically Markovian Model, not yet thoroughly tested, concerned primarily with undergraduates.

In-Migration. Number of people migrating into an area.

Inter-area. Between areas.

Interpolation. The mathematical process of inferring or estimating values of variable within its known range from patterns already present in the range.

Intra-area. Within an area.

Limiting factors. Those factors without which the entire population would be enrolled.

MDTA. Manpower Development Training Act; a program of instruction for which students receive a stipend and educational expenses from the Federal Government.

Method of least squares. Mathematical process of determining which of all possible lines will best approximate the pattern made by several points on a graph.

NEBIT. New and Expanded Business and Industrial Training. A special state/federal funded program which trains persons for a specific industry or business which is either new or expanding.

Net Migration Rate. In- or out-migration figure remaining after substracting one from the other.

New Student. A term used by Patricia Cross[2] to describe the non-traditional student (low-academic ability, low socio-economic status) who previously did not enroll in higher education.

NOR-CAL. Northern California study on attrition and the potential drop-out.[3]

Out-migration. Number of people migrating out of an area.

Peak enrollment. Highest number of students enrolled in any one grade level in a particular school district in a particular year.

Poverty level. The current guideline established by the Federal Government for persons to be officially classified below subsistence income level.

Prediction. Method of determining future population and enrollment figures which allows for variation from past trends.

Probabilistic. A system where any changes in the model can be estimated with varying degrees of accuracy. The estimates will be probably, but not certain.

Procrastinator. A person who delays entry into higher education until age 19-25.

Projection. Method of determining future population and enrollment figures based solely on past trends.

Retention. Remaining in school of a student until completion of the program in which he is enrolled. Sometimes referred to as the "holding power" of the institution.

Returning Student. A student returning to enroll at the same institution of higher education in which he was previously enrolled.

SES. Socio-economic status. The relative social and economic position of a person as compared to other members of society.

SPSS. Statistical Package for the Social Sciences. A computer program designed to perform those mathematical functions most useful to the Social Scientist.

Stimulating factors. Those factors which attract students to enroll, from among the available population defined by the limiting variables.

Stochastic. A system where changes in the model or sequences of events depends upon, or can be affected by, some element of chance. The estimates will be possible, some will contain elements of probability, but never certainty.

Transition matrix. A square of rows and columns containing numbers representing the various possible and/or probable directions of change and dimensions of change from one state to another.

Urban. An area classified as "urban" by the U.S. Census Bureau.

VFC. Veterans Farm Co-operative Program. A special program in agriculture designed only for and open only to veterans of the U.S. Military.

Vocational-Technical. (Voc-Tech. V-T.). See Career Education.

WIN. The Work Incentive Program. A Federal program which, like MDTA, provides educational expenses to persons receiving Aid to Dependent Children benefits.

FOOTNOTES

1. "Demographic Projections for the U.S."

   Current Population Reports, Series P 25, No. 476

   U.S. Bureau of the Census

   U.S. Government Printing Office;
   Washington, D.C.
   1972

2. ED 061 909 *New Students and New Needs in Higher Education*
   Patricia K. Cross

   Center for Research and Development in Higher Education
   California University, Berkeley, California
   1972

3. ED 057 779 *The Lesson from the Three-Year Nor-Cal Attrition Study, Many of the Potential Drop-Outs Can Be Helped.*
   Phase III, Final Report
   Donald L. Kester
   July 1971

CHAPTER VIII

APPENDIX

The following scales are reproduced for direct use in research or as frameworks for scales to be developed by each individual area school wishing to learn more about its particular student body:

A. Population and Enrollment Trends Questions for the First Visit.
developed by Don Page and Colleen Kelley.
Kirkwood Community College
Cedar Rapids, Iowa
1972

B. Student Characteristics Questionnaire.
developed by the Iowa State Department of Public Instruction
Des Moines, Iowa
1972

C. NOR-CAL Questionnaire.
developed by Donald L. Kester in
The Lesson from the Three-Year Nor-Cal Attrition Study, Many of the Drop-Outs Can Be Helped Phase III, Final Report
(ED 057 779)
July 1971

D. College Characteristics Analysis.
developed by Robert C. Pace in
The Influence of Academic and Student Subcultures in College and University Environments (ED 003 037).
California University; Los Angeles, California
1964

E. Attrition Proneness Index
developed by J. A. Pervin in
Dissatisfaction with College and the College Dropout: A Transactional Approach. (ED 021 335)
Princeton University; Princeton, New Jersey.
August 1967

F. Scale For College Sub-Culture Profiles
developed by J. A. Pervin
Dissatisfaction with College and the College Dropout: A Transactional Approach. (ED 021 335)
Princeton University; Princeton, New Jersey.
August 1967

A. Population and Enrollment Trends Questions for the First Visit

1) What program changes do you expect to make in the next 10 years:
   * New programs
   * What programs might you discontinue
   * Short term - NEBIT
   * A & S
   * Modification of programs - lengthen, increase size, etc.
   * Anticipated effect on enrollment
2) What is your philosophy concerning recruitment? What techniques and approaches do you use? What is your staff: What other resources do you use?
3) What things, in general, about your school, staff, community, affect your enrollment?
4) Do you anticipate an area-wide increase in industry or a decline? What symptoms exist? Is there an out-migration, particularly of young people?
5) Are there enrollment problems associated with multiple campus set-up? (If you have more than one).
6) What is your drop-out rate? Do you have internal transfers?
7) How does the community view this institution, in general?
8) Have you attempted to reach special groups? If so, how? Groups include:
   * Housewives
   * In-plant training
   * Veterans
   * Drop-outs
   * Handicapped
   * Elderly
   * Delinquents
   * Correctional Institutions
   * Low Income Persons
   * Minorities
   * Fearful student
   * Out-of-state
9) What special instructional strategies have you incorporated - or explored?
   * Variable entry-exit
   * Self paced learning
   * Special help programs
   * Video tape instruction - microwave
   * Extension courses
   * Evening courses
   * No fail grading
   * Proficiency exams
   * Correspondence courses
10) Do you have any suggestions about things you'd like for us to investigate?
11) After our meeting, we'd like a response to this - In general, how might we have improved our report today?

B. Student Characteristic Questionnaire

Student Responses

(16-35) 1. Insert name. Put in your last name, first name, and middle initial; in that order. Leave one space between last name and first name and one space between first name and middle initial. If you cannot get all of your first name and middle initial in the space, use your first initial and middle initial.

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

(36) 2. Mark the one box that pertains to you upon entering this institution this term.
- ☐ 1 New Student (First time any Institution)
- ☐ 2 New Student Transferring from other Institution - Name of Inst. __________ (optional)
- ☐ 3 Student Returning to Institution - Same Program
- ☐ 4 Student Returning to Institution - New Program

(37) 3. Mark your present status.
- ☐ 1 Full-time (12 or more credit hours)
- ☐ 3 Part-time (Less than 12 credit hours)

(38) 4. From what source did you receive information about this institution? Mark the most appropriate box.
- ☐ 1 Parent
- ☐ 2 Employer
- ☐ 3 Other Student
- ☐ 4 Welfare Agency
- ☐ 5 Employment Office
- ☐ 6 Radio, Newspaper, or T.V.
- ☐ 7 Admissions Counselor of Institution
- ☐ 8 High School Counselor
- ☐ 9 Vocational Rehabilitation
- ☐ 10 High School teacher
- ☐ 11 Other

(39) 5. Sex. Mark one box.
- ☐ 1 Male
- ☐ 2 Female

(40) 6. Ethnic Group. Mark one box.
- ☐ 1 Afro-American (Black)
- ☐ 2 American Indian
- ☐ 3 Caucasian (White)
- ☐ 4 Oriental
- ☐ 5 Spanish Surnamed American (Chicano, Cuban, Puerto Rican)
- ☐ 6 Other

(41) 7. Age. Mark your present age category.
- ☐ 1 17 years and below
- ☐ 2 18
- ☐ 3 19
- ☐ 4 20 - 22
- ☐ 5 23 - 25
- ☐ 6 26 - 35
- ☐ 7 36 - 45
- ☐ 8 46 - 55
- ☐ 9 56 - 65
- ☐ 10 66 years and over

(42) 8. Mark your marital status. Mark one box.
- ☐ 1 Single
- ☐ 2 Married
- ☐ 3 Divorced
- ☐ 4 Widowed
- ☐ 5 Separated

(43) 9. Mark the highest grade you completed before entering this institution.
- ☐ 1 Grade School or Less
- ☐ 2 Some High School - Did Not Graduate
- ☐ 3 High School Graduate
- ☐ 4 High School Equivalency Certificate
- ☐ 5 Post High School Work

(44) 10. Mark the highest grade your father completed.
- ☐ 1 Grade School or Less
- ☐ 2 Some High School - Did Not Graduate
- ☐ 3 High School Graduate
- ☐ 4 High School Equivalency Certificate
- ☐ 5 Some College - Did Not Graduate
- ☐ 6 College Graduate
- ☐ 7 Do Not Know

COLUMN

(45) 11. Mark the highest grade your mother completed.
- ☐ 1 Grade School or Less
- ☐ 2 Some High School - Did Not Graduate
- ☐ 3 High School Graduate
- ☐ 4 High School Equivalency Certificate
- ☐ 5 Some College - Did Not Graduate
- ☐ 6 College Graduate
- ☐ 7 Do Not Know

(46) 12. Please indicate your total family income or your income if you are entirely self-supporting.
- ☐ 1 Under $3,000 per year
- ☐ 2 $3,000 to $4,999 per year
- ☐ 3 $5,000 to $5,999 per year
- ☐ 4 $6,000 to $7,499 per year
- ☐ 5 $7,500 to $8,999 per year
- ☐ 6 $9,000 to $11,999 per year
- ☐ 7 $12,000 to $14,999 per year
- ☐ 8 $15,000 to $17,999 per year
- ☐ 9 $18,000 and over per year
- ☐ 10 Do not Know

(47) 13. Mark the distance you travel to class each day. (One-way)
- ☐ 1 Less than 10 miles
- ☐ 2 11 to 25 miles
- ☐ 3 26 to 50 miles
- ☐ 4 More than 50 miles

(48) 14. Mark your residence category while attending school.
- ☐ 1 Live at Home
- ☐ 2 Room Away from Home in Private Housing

(49) 15. Mark your plans for employment while attending this school.
- ☐ 1 No employment
- ☐ 2 Employment of 15 Hours or Less Per Week
- ☐ 3 Employment of 16 to 30 Hours Per Week
- ☐ 4 Employment of More Than 30 Hours Per Week

(50) 16. Mark the one most important reason for attending this school.
- ☐ 1 Close to Home
- ☐ 2 The Cost is Relatively Low
- ☐ 3 This School Had a Particular Type of Program in Which I was Interested
- ☐ 4 Open Door Admissions Policy of School
- ☐ 5 Other

(51) 17. Do you plan to be employed in Iowa when you complete school?
☐ 1 Yes ☐ 2 No ☐ 3 Undecided at this time

(52) 18. Do you expect to receive any financial assistance while attending this institution?
☐ 1 Yes ☐ 2 No

If above answer was yes, please check as many resources as apply to you.
- (53) ☐ 1 Veteran's Administration
- (54) ☐ 2 Veteran's Rehabilitation
- (55) ☐ 3 Scholarship (Non-Government Sponsored)
- (56) ☐ 4 Loan (Non-Government Sponsored)
- (57) ☐ 5 Government Assistant Program (Such as Economic Opportunity Grant, Work-Study, ▨ Guaranteed Student Loan, National Defense Education
- (58) ☐ 6 State of Iowa Scholarship Program
- (59) ☐ 7 Vocational Rehabilitation
- (60) ☐ 8 MDTA
- (61) ☐ 9 W.I.N.
- (62) ☐ 10 Welfare Agency
- (63) ☐ 11 Social Security or Other Retirement Plans

(64) 19. How much of the cost of this years educational expense do your parents contribute?
- ☐ 1 Parents make no contribution
- ☐ 2 Less than 25%
- ☐ 3 26% - 50%
- ☐ 4 51% - 75%
- ☐ 5 76% - 100%

(65) 20. Are you a veteran?
☐ 1 Yes ☐ 2 No

21. Indicate the code number of the Iowa County, or the State or Foreign Country in which your permanent residence is located. Refer to the attached code list. If the name of the foreign country is not listed, put in the number 300 and print the name of the country on the line below.

☐☐☐
(66 - 68)

____
Foreign Country

C. NOR-CAL Questionnaire

Dear Student or Former Student:

Will you take a few minutes to help your community college?

Educators at   are trying to evaluate the services to students. Clearly the best way to find out how well these services are doing is to ask the students themselves. Your evaluation will allow recognition for those services that are doing a good job as well as those that are not doing a good job.

When you have completed the questionnaire, please return it by way of the enclosed envelope.

Of course your individual answers will not be revealed. The only reason we are asking for your name is so we can send reminders to those who don't reply, and so we can relate the responses to college data at each school.

Please send the response back today. Every response is important for planning to serve students better, and we're sure you share our interest in improving education.

I did not re-enroll in the community college for the following reason(s). (Several may apply)

I completed all the courses I intended to take
I completed a certificate program
I transferred to another college
I decided to take a job
I got married
I enlisted or was drafted into the service
I had financial problems
I had transportation problems
I couldn't get the courses I wanted at that school
I just wasn't motivated by my courses
Frankly, I left because my grades were pretty low

As far as you know, were you eligible for financial aid in 1969-70?

How would you estimate your family's income?

I don't know
Relatively low income (under $4500)
Moderately low income ($4500 to $7500)
Moderate income ($7500 to $10,500)
Above average income ($10,500 to $13,500)
Relatively high income (above $13,500)

What are you doing now that you have left the school you attended last year?

I'm enrolled at another college or university
I'm working full time
I'm looking for a job
I'm recently married
I'm in the service

If you are working or looking for a job, were the courses you took related to your employment?

The courses were directly related to my occupation
The courses may be helpful in my job, but they weren't directly related
There is no relationship between my courses and and my employment

Did you receive financial aid during 1969-70?

Please indicate which of the following were the most valuable and least valuable areas of your experience at the community college in 1969-70.

Helping me to prepare for a job
Helping me to prepare for another school (transfer)
Helping me decide what job to train for
Helping me get myself together personally
Helping me make up some academic skills
Helping me find a job through placement service

What is your race?
Sex
What is your marital status?
If employed, will you keep your job while in College? Yes, no, not employed
Is your job related to your college major? Yes, no, not employed
Will you need financial aid to remain in college? Yes, no
In the home where you grew up, which of the following best describes the job of the head of the family? Unemployed, unskilled (no formal training), semi-skilled (some formal training preferred), skilled (some formal training required), managerial (considerable training required), professional
Does your mother have a job outside the home? Yes, full time; yes, part-time; no
How far away from college do you live? 1-5 miles, 6-10 miles, 11-15 miles, 16-20 miles, over 20 miles
How do you get to the campus? Own, car, car pool, public trans, school bus, other
How long does it take you to get to campus? 10 min. or less, 10-30 min., 30-45 min., 45-90 min., over 90 min.
What is your reason for coming to college? (Mark one choice only)

I haven't really decided yet
Just to take interesting courses
To complete one of the technical/vocational courses

To get a junior college degree only
To get a junior college degree and complete a vocational/technical program
To prepare for transfer to another institution with or without an A.A. degree

Sometimes people are unable to complete college, even though they plan to. If you are unable to finish what do you think will be the likeliest obstacle? Academic, financial, marriage, motivation, other

We sometimes turn to others for advice when we are making plans. If you were making an important decision now, how likely is it that you would turn to each of the following: No one, father, mother, teacher, counselor, brother/sister, friends, other; Not very likely, maybe, likely, very likely

Which of the following people would you rely on most for advice about school or job plans? No one, father, mother, teacher, counselor, brother/sister, friends, other

How important is it to the following people that you go to college? Father, mother, other; Not very impt, somewhat impt, quite impt., extremely impt.

How important is college to you personally? Not very impt., somewhat impt., Quite impt., extremely impt.

What is your major?

D. College Characteristics Analysis

DIRECTIONS

There are 210 statements about college life in this booklet. Some of them refer to the college or university as a whole. Some refer to your major field. And some refer to your student colleagues. They are arranged in three parts.

PART I. The College or University as a Whole

Statements 1-60 refer to the college or university as a whole--that is, to the institution in general. The statements are about rules and regulation, procedures and policies, facilities and services, and special or general features of the institution. The statements may or may not be characteristic of your college, because colleges differ from one another in many ways. You are to decide which statements are generally true or characteristic of your college and which are not.

PART II. Your Major Academic Field

Statements 61-120 refer to your major academic field. This means the academic part of the college or university with which you identify--such as Engineering, Business, Education, Home Economics, Literature, Science, Social Sciences, Languages, Music, Etc. On the answer sheet there is a space for you to write the name of your major field or school. The statements in this section are about professors, classes, teaching, etc. You are to decide which statements are generally true or characteristic or the way things are in your major field, and which are not. This may or may not be the way things are in other parts of the college or university.

PART III. Your Student Colleagues

Statements 121-210 refer to student characteristics, extracurricular activities, and informal student life. Your answers should tell us what is generally characteristic of the students you know best, identify with, or associate with most commonly, and of the extracurricular and informal activities you know about because you or your student friends are or have been involved in them. Your answers should refer to your student colleagues; they may or may not be true for students in general or for other groups of students.

On the special answer sheet, as you read each statement in the booklet, blacken space

T--when you think the statement is generally TRUE or characteristic, is something which exists or occurs or might occur, is the way people tend to feel or act;

F--when you think the statement is generally FALSE or not characteristic, is something which does not exist or occur or is not likely to occur, or is not the way people typically feel or act.

YOU MUST ANSWER EVERY ITEM

Work rapidly, going through the entire list of statements. Please do not make any marks in this booklet.

When you have finished answering the statements, turn the ANSWER SHEET over and reply to the short questionnaire on the reverse side.

* * *

PART I. COLLEGE OR UNIVERSITY AS A WHOLE

T--generally TRUE or characteristic of your college
F--generally FALSE or not characteristic of your college

1. Students are allowed to help themselves to books in the library stacks.
2. There is a theater on or near the campus specializing in foreign film.
3. The school has an excellent reputation for academic freedom.
4. Saturday classes are sometimes dismissed for a big student celebration.
5. The campus architecture and landscaping provide many quiet and attractive places for study or conversation.
6. The values most stressed here are open-mindedness and objectivity.
7. Science labs, music rooms, art studios, etc., are often open evenings and week ends.
8. There are paintings or status of nudes on the campus.
9. No one needs to be afraid of expressing extreme or unpopular viewpoints in this school.
10. There are regular faculty-student committees for considering educational policies.
11. The library is one of the best facilities on campus.
12. This is mainly a meat and potatoes community, with little interest in gourmets or anything unusual.
13. Students are free to cut classes at their own discretion.
14. There are many facilities and opportunities for individual creative activity.
15. The school is outstanding for the emphasis and support it gives to pure scholarship and basic research.
16. Fire drills are held in student dormitories and residences.
17. Most students eat in large cafeterias.
18. The college regards training people for service to the community as one of its major responsibilities.
19. Students are frequently reminded to take preventive measures against illness.
20. The Chapel is the traditional center of the campus.
21. The school helps everyone get acquainted.
22. All undergraduates must live in university approved housing.
23. Counseling and guidance services are friendly and effective.
24. Proper social forms and manners are important here.
25. The student government has a responsible role in regulating student behavior.
26. Rooms are available for student clubs and other organizations.

27. Students here learn that they are not only expected to develop ideals but also to express them in action.
28. Students are not allowed to attend classes in Bermuda shorts, bare feet, etc.
29. Dormitories are nicely arranged for small informal gatherings.
30. Students who are not properly groomed are likely to have this called to their attention.
31. Students' mid-term and final grades are reported to parents.
32. Some of the new buildings on the campus exemplify the best in modern architecture.
33. Graduation is a pretty matter-of-fact, unemotional event.
34. Students must have a written excuse for absence from class.
35. Campus architecture and landscaping stress symmetry and order.
36. There is a lot of interest in the philosophy and methods of science.
37. Students who don't make passing grades are quickly dropped from school.
38. Science lecture rooms are well equipped for demonstrations.
39. The history and traditions of the college are strongly emphasized.
40. Student organizations are closely supervised to guard against mistakes.
41. Laboratory facilities in the natural sciences are excellent.
42. Students quickly learn what is done and not done on this campus.
43. Students are expected to work out the details of their own program in their own way.
44. Movies, film strips, slides, etc., are commonly used in science classes.
45. Students here are encouraged to be independent and individualistic.
46. Resident students must get written permission to be away from the campus over night.
47. There are no mirrors in any of the public rooms or halls.
48. This school is regarded as a good place to meet future business or marriage partners.
49. The student leaders are entitled to certain special privileges.
50. Newer buildings on the campus are in the same style as the older buildings.
51. There is a lot of apple-polishing around here.
52. Student organizations are required to have a faculty adviser.
53. Athletic facilities are modern and well equipped.
54. The important people at this school expect others to show proper respect for them.
55. Student organizations must get administrative approval to take a stand on controversial issues.
56. There is a well-organized and effective job placement office for the graduating students.
57. There is a lot of fanfare and pageantry in many of the college events.
58. Students are encouraged to criticize administrative policies and teaching practices.
59. There are no fraternities or sororities.
60. Anyone who knows the right people in the faculty or administration can get a better break here.

* * *

PART II. YOUR MAJOR ACADEMIC FIELD

T--generally TRUE or characteristic of your major field
F--generally FALSE or not characteristic of your major field

61. Many of the professors are actively engaged in writing.
62. Students may be excused from regular course or departmental requirements to follow an approved program of independent study.
63. Many lectures are delivered in a monotone with little inflection or emphasis.
64. Most of the professors are dedicated scholars in their fields.
65. There are good opportunities for students to study and criticize important works in art, music, and drama.
66. Most courses require intensive study and preparation out of class.
67. Faculty members put a lot of energy and enthusiasm into their teaching.
68. There is a lot of emphasis on preparing for graduate work.
69. In papers and reports, vivid and novel expressions are usually critiziced.
70. The professors really push the students' capacities to the limit.
71. In many courses the broad social and historical setting of the material is discussed.
72. Class discussions are typically vigorous and intense.
73. Most of the professors are very thorough teachers and really probe into the fundamentals of their subjects.
74. Most courses are a real intellectual challenge.
75. On nice days many classes meet outdoors on the lawn.
76. Students often run errands or do other personal services for the faculty.
77. Many courses are designed to prepare students for well-informed citizenship.
78. In some classes term papers or oral reports are assigned to committees or small groups.
79. Students often see and talk with the professors outside of class.
80. The goals and purposes of most courses are clearly explained.
81. Professors will often increase a student's grade if they think he has worked especially hard and conscientiously.
82. Many faculty members are active in community work--churches, charities, schools, service clubs, etc.
83. There are courses which involve field trips to slum areas, welfare agencies, or similar contacts with underprivileged people.
84. It is easy to take clear notes in most courses.
85. Faculty members often call students by their first names.
86. Education for leadership is strongly emphasized.
87. In some classes students and instructors consider co-operatively the choice of readings and discussion topics.
88. The professors go out of their way to help you.
89. A strong sense of responsibility about one's role in the contemporary social and political life is stressed in many courses.
90. Students who are having difficulty in a course are encouraged to talk with the professor about it.

91. Quite a few faculty members have had varied and unusual careers.
92. Research methods are emphasized in many courses.
93. Classes meet only at their regularly scheduled time and place.
94. Faculty members are typically scientific and objective in their approach to problems.
95. To complete requirements, most students have to start work in their major field as Freshmen.
96. In many classes students have an assigned seat.
97. Faculty members encourage students to work on research projects.
98. Accelerated or honors programs are available for qualified students.
99. The professors regularly check up on the students to make sure that assignments are being carried out properly and on time.
100. Many of the professors are actively engaged in research.
101. In many courses students carry out experiments and interpret the data.
102. Frequent tests are given in most courses.
103. The faculty encourage students to think about exciting and unusual careers.
104. Many courses are designed to prepare experts in the discipline, and future researchers.
105. Professors usually take attendance in class.
106. Faculty members always wear coats and ties on the campus.
107. The vocational value of many courses is emphasized.
108. Students almost always wait to be called on before speaking in class.
109. Many faculty members are involved in services or consulting activities for outside groups, businesses, adult education, etc.
110. Everyone knows the "snap" courses to take and the tough ones to avoid.
111. In many courses grade lists are publicly posted.
112. In talking with students, faculty members seldom or never refer to their colleagues by their first names.
113. There are many really practical courses available to students, such as typing, report writing, etc.
114. It is fairly easy to pass most course without working very hard.
115. Some of the professors react to questions in class as if the students were criticizing them personally.
116. Many courses stress the concrete and tangible rather than the speculative or abstract.
117. Personality, pull, and bluff get students through many courses.
118. Students adress faculty members as "professor" or "doctor."
119. The academic atmosphere is practical, imphasizing efficiency and usefulness.
120. Learning what is in the textbook is enough to pass most courses.

* * *

PART III. YOUR STUDENT COLLEAGUES

T--generally TRUE or characteristic of your student colleagues
F--generally FALSE or not characteristic of your student colleagues

121. Student rooms are more likely to be decorated with paintings, carvings, mobiles, fabrics, etc., than with pennants and pin-ups.
122. Many students belong to departmental clubs: French club, Philosophy club, Math club, etc.
123. Long, serious, intellectual discussions are common among the students.
124. Students put a lot of energy into everything they do--in class and out.
125. Stories in the college literary magazine are often widely discussed.
126. There are so many things to do here that students are busy all the time.
127. To most students art is something to be studied rather than felt.
128. Most students have very little interest in round tables, panel meetings, or other formal discussions.
129. Books dealing with psychological problems or personal values are widely read and discussed.
130. Students set high standards of achievement for themselves.
131. Many students are attracted to concerts and art exhibits.
132. There is considerable student interest in the analysis of value systems, and the relativity of societies and ethics.
133. Students seem to thrive on difficulty--the tougher things get, the harder they work.
134. Articles in the student newspaper often stimulate discussion of philosophical or ethical matters.
135. There is a lot of student interest in poetry, music, painting, sculpture, architecture, etc.
136. Students commonly share their problems.
137. Student organizations are very open and friendly.
138. Students often have small parties to celebrate pleasant events.
139. Many students are interested in jobs which involve working with people--education, public health, social welfare, etc.
140. Activities in student organizations are carefully and clearly planned.
141. Students rarely get drunk and disorderly.
142. Many students are interested in and give support to such causes as Red Cross, Campus Chest, CARE, or blood banks.
143. Students have helped with a model UN session or political convention within the last year or two.
144. Students frequently attend chapel or religious services on or near the campus.
145. Students have a lot of group spirit.
146. Students have many opportunities to develop skill in organizing and directing the work of others.
147. Students enjoy getting together for bowling, square dancing, card games, etc.
148. The person who is always trying to "help out" is likely to be regarded as a nuisance.
149. Many upperclassmen play an active role in helping new students adjust to campus life.
150. Students often help each other study and review for tests.

151. Students don't care much about the appearance of their rooms.
152. Receptions, teas, or formal dances are seldom attended.
153. Several students construct their own telescopes, hi-fi sets, or collect rocks, plants, etc.
154. Everyone has pretty much the same attitudes, opinions, and beliefs.
155. Bridge tournaments and chess clubs are popular.
156. When students get together they often talk about science.
157. The students represent a great variety in nationality, religion, and social status.
158. Election to a science honorary society is a real mark of distinction.
159. Many students read science fiction books and magazines.
160. The future goals for most students emphasize job security, family happiness, and good citizenship.
161. Feature articles about science in the student newspaper attract considerable interest.
162. Most students dress and act pretty much alike.
163. Many students are planning careers in science.
164. Many parties and meetings get pretty confused.
165. A lot of students like chess, puzzles, double-crostics, and other abstract games.
166. New jokes and gags get around in a hurry.
167. Student elections generate a lot of intense campaigning and strong feeling.
168. There is a lot of informal dating during the week--at the library, snack bar, movies, etc.
169. Students are more interested in specialization than in general liberal education.
170. It's important socially to be in the right club or group.
171. Students spend a lot of time talking about their boy or girl friends.
172. Most students are interested in careers in business, engineering, management, and other practical affairs.
173. For a period of time upperclassmen give order to freshmen.
174. Nearly everyone here has a date for the week ends.
175. Personal rivalries are fairly common.
176. Every year students help with carnivals, parades, and other festive events on the campus.
177. Students are involved in lots of dances, parties, and social activities.
178. Students think about dressing appropriately and interestingly for different occasions--classes, social events, sports, and other affairs.
179. Students take an extensive part in intramural sports and informal athletic activities.
180. There is very little studying here over the week ends.
181. Students are conscientious about taking good care of school property.
182. It is very difficult to get a group decision here without a lot of argument.
183. Dormitory raids, water fights, and other student pranks would be unthinkable.

184. Students are sometimes noisy and inattentive at concerts or lectures.
185. Students use parliamentary procedures in many of their group meetings.
186. A lot of students will do something even when they know they will be criticized for it.
187. Most students seem to be especially considerate of others.
188. A crowd of boys and girls can always be found at several popular spots.
189. People are always trying to win an argument.
190. Many students seem to expect other people to adapt to them rather than trying to adapt themselves to others.
191. Students often start projects without trying to decide in advance how they will develop or where they may end.
192. Students occasionally plot some sort of escapade or rebellion.
193. Most students show a good deal of caution and self-control in their behavior.
194. Every year a number of students sign petitions to change rules, protect decisions, etc.
195. Students frequently do things on the spur of the moment.
196. Bermuda shorts, pin-up pictures, etc, are common on this campus.
197. There are many opportunities for students to get together in extra-curricular activities.
198. Everyone has a lot of fun at this school.
199. A student who spends most of his time in a science laboratory is likely to be regarded as a little odd.
200. Students frequently go away for football games, skiing week ends, etc.
201. Most students here really enjoy dancing.
202. Students who work hard for high grades are likely to be regarded as odd.
203. The big college events draw a lot of student enthusiasm and support.
204. It's easy to get a group together for card games, singing, going to the movies, etc.
205. Most students are more concerned with the present than the future.
206. Student parties are colorful and lively.
207. Student gathering places are typically active and noisy.
208. Students are very serious and purposeful about their work.
209. A student who insists on analyzing and classifying art and music is likely to be regarded as a little odd.
210. Students spend a lot of time together at the snack bars, taverns, and in one another's rooms.

EXTRA-CURRICULAR ACTIVITIES:

For each type of activity listed below, check (x) the amount of your participation in it.

Much	Moderate	Some	None	
				Varsity sports
				Other sports
				Publications: College paper, etc.
				Music: chorus, band, etc.
				Dramatic, debating
				Student government
				Religious or service groups
				Academic clubs, honoraries
				Social groups: fraternities, etc.
				Hobby groups
				Other (please specify)

SATISFACTIONS:

Check (x) your answer to each of the questions below:

How well do you like your college?
__Enthusiastic about it
__Like it
__Indifferent to it
__Don't like it
How much of the time do you feel satisfied with your college?
__Most of the time
__A good deal of the time
__About half the time
__Occasionally or seldom
To what extent have you found groups in the college which were really congenial and with which you felt happy?
__Very much
__Quite a bit
__Somewhat
__Not very much
What grades have you made in college?
__Mostly A
__About half A and B
__Mostly B
__About half B and C
__Mostly C

EDUCATIONAL OBJECTIVES:

For each objective described below, check (x) the degree of progress you feel you have made toward its attainment.

Very much	Quite a bit	Some	Not very much	
				Acquiring a broad cultural and literary education
				Vocational training--skills and techniques directly applicable to a job
				Background and specialization for further education in some professional, scientific, or scholarly field
				Understanding different philosophies, cultures, and ways of life
				Social development--gaining experience and skill in relating to other people
				Personal development--understanding one's abilities and limitations, interests, and standards of behavior
				Knowing how to participate effectively as a citizen in one's community and in wider areas
				Developing an ability to think critically and an understanding of the origin, nature, and limitations of knowledge
				Developing an ability to write, speak, and communicate clearly, correctly and effectively
				Developing an appreciation and enjoyment of art, music, and literature
				Developing an understanding and appreciation of science and technology

E. ATTRITION PRONENESS INDEX

1. How likely is it that you will at some time drop out of college? (Drop out means leaving college for any reason--personal, health, academic, required, nonrequired or any other.)
Probably will 1 2 3 4 5 6 7 8 9 10 11 Definitely will not

2. How likely is it that you will at some time drop out of college for academic reasons (poor grades)?
Probably will ----------------------------Definitely will not

3. How likely is it that you will drop out for nonacademic reasons (personal reasons, transfer, leave of absence, etc.)?
Probably will --------------------------Definitely will not

4. How often do you think about dropping out of college for nonacademic reasons (personal reasons, transfer, leave of absence, etc.)? Do not include financial reasons here.
Frequently ----------------------------Never

5. How comfortable do you feel with most of the students at your college?
Completely comfortable ----------------Completely uncomfortable

6. How similar do you feel your values are to the values of the faculty at your college?
Identical values ----------------------Opposite values

7. How much do you agree with the administrative rules and regulations of your college?
Absolute agreement --------------------Complete disagreement

8. How much do you disagree with your college on important issues?
Complete disagreement -----------------Complete agreement

9. How often do you feel out of place at your college?
Never ---------------------------------Most of the time

10. All in all, in terms of your own needs and desires, how satisfied are you with the nonacademic aspects of your college?
Completely satisfied ------------------Completely dissatisfied

11. All in all, in terms of your own needs and desires, how satisfied are you with the academic aspects of your college?
Completely satisfied ------------------Completely dissatisfied

12. So far, what kind of times have you had at your college?
Great times ---------------------------Poor times

13. Do you think that your academic experience at college would have been more rewarding if, instead of your college you had attended another college?
Definitely not ------------------------Probably
Name of college:________________________

14. Do you think that your nonacademic experience at college would have been more enjoyable if, instead of your college, you had attended another college?
Definitely not ------------------------Probably
Name of college:________________________

15. To what extent do you feel that the nature of your college environment is responsible for frustrations you have experienced in relation to nonacademic goals?
Completely responsible ---------------Not at all responsible

16. To what extent do you feel that the nature of your college environment is responsible for frustrations you have experienced in relation to academic goals?
Completely responsible ---------------Not at all responsible

F. SCALE FOR COLLEGE SUB-CULTURE PROFILES

1. authoritarian - democratic
2. pro-intermarriage - anti-intermarriage
3. intuitive - reasoning
4. application - research
5. inhibited - impulsive
6. conservative - liberal
7. collegiate - non-collegiate
8. equalitarian - status-oriented
9. egg-headish - well-rounded
10. masculine - feminine
11. bureaucratic - unstructured
12. considerate - inconsiderate
13. urban - rural
14. scholarly - non-scholarly
15. uncertain - over-confident
16. snobbish - friendly
17. thinking - acting
18. stubborn - compliant
19. public - private
20. competitive - cooperative
21. affectionate - reserved
22. introverted - extroverted
23. religious - secular
24. aspiring - easygoing
25. tolerant - intolerant
26. ritualistic - spontaneous
27. skeptical - believing
28. vocational - avocational
29. good - bad
30. sensitive - insensitive
31. business - labor
32. modern - traditional
33. responsible - lustful
34. grinding - fun-loving
35. concerned - indifferent
36. philosophical - pragmatic
37. complex - simple
38. middle-class - upper-class
39. leader - follower
40. scrupulous - shrewd
41. nurturant - indifferent
42. erudite - unpedantic
43. creative - uncreative
44. promiscuous - puritanical
45. brilliant - wise
46. warm - cold
47. idealistic - materialistic
48. open - closed
49. conformist - non-conformist
50. permissive - restraining

51. excitable - placid
52. humanities - sciences
53. disciplined - undisciplines
54. traditionless - traditional
55. theoretical - practical
56. sober - intoxicated
57. sympathetic - indifferent
58. capitalistic - socialistic
59. cautious - uninhibited
60. guiding - nondirecting
61. shameless - prudish
62. sophisticated - unsophisticated
63. examining - accepting
64. militaristic - pacifistic
65. common - elegant
66. conventional - eccentric
67. self-interested - humane
68. rational - emotional
69. flexible - rigid
70. lustful - serious
71. artistic - pragmatic
72. uninteresting - exciting
73. pro-institutional religion - anti-institutional religion
74. academic - nonacademic
75. pro-segregation - pro-integration
76. amoral - moral
77. passionate - controlled
78. togetherness - individualism
79. moderation - excellence
80. big - small
81. sincere - insincere
82. easygoing - restless
83. esthetic - task-oriented
84. Democratis - Republican
85. non-athletic - athletic
86. tranquil - industrious
87. social welfare - laissez faire
88. personal - impersonal
89. provincial - cosmopolitan
90. non-intellectual - intellectual
91. tense - relaxed
92. unfriendly - friendly
93. public - parochial
94. conforming - rebellious
95. atheistic - theistic
96. bookwormish - pleasure-seeking
97. undirected - motivated
98. professional - nonprofessional
99. formal - informal
100. sociable - unsociable
101. optimistic - pessimistic
102. challenging - supportive
103. introspective - action oriented
104. compulsive - unrestrained

Chapter IX

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